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ABSTRACT

This survey attempted to determine public satisfaction with University of Alaska services, the educational program needs of Alaskan households, and where the university system stands among the priorities of the Alaska public. Telephone interviews with 900 Alaskan households were conducted and results analyzed. Findings are detailed for the following areas: perceived importance of the University of Alaska, extent of the university's influence, alumni satisfaction, public priorities for the university, funding issues, funding alternatives, market demand, educational service demand, market image, market communications, and marketing challenge. Recommendations focus on the need to provide the University of Alaska with sufficient resources to provide both variety and convenience of offerings and to market itself aggressively. Following an executive summary, the report's analysis details results for each question, including statewide totals and results for each of the four regions. The report concludes with an unedited recording of open-ended comments by respondents. The survey instrument is attached. (DB)

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ED 421 922

University of Alaska
Statewide Community Survey

A Survey of The Higher Education Priorities and Needs of Alaska Households

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Introduction and Purpose

Alaska is in a difficult transition period today with economic growth slowing and with state revenues dependent on the volatile price of declining oil production. Alaska's educational institutions, including the University of Alaska as well as the state's public school systems, have faced tightening fiscal limits in recent years. At the same time, these educational institutions are trying to respond to the more complex needs of Alaska's people. Alaska's people, in turn, are trying to respond to the more complex needs of the rapidly changing structure of our economy. Much is expected of the University of Alaska – which has provided educational services to at least one person in three of four Alaskan households. The University Board of Trustees wants to know how the University is doing in the eyes of the Alaska public it serves and how it can provide better service in the future.

The purpose of *the University of Alaska Statewide Community Survey* is to determine public satisfaction with University of Alaska services, learn the educational program needs of the Alaskan household, and determine where the university system stands among the many priorities of the Alaska public. Essentially, the University of Alaska Board of Trustees wants a customer service report card and an indication of future market demand for higher education services in Alaska.

To achieve this mission, the board of trustees selected the McDowell Group to conduct a comprehensive statewide survey of 900 households. The McDowell Group is experienced in surveying but was also selected because of our credentials as analysts of public issues and markets of all kinds. This survey report goes beyond simple reporting of results and suggests strategies that the University of Alaska might employ to improve satisfaction and to be as responsive as possible to the public's needs for higher education in the state.

Methodology

The methodology for this survey was telephone interviews of 900 Alaskan households selected on a random basis using the random digit dial technique. This technique allows the inclusion of both listed and unlisted households.

Respondents were screened for head of households as the survey is of the household, not only of the individual answering the telephone. Therefore, when answering such questions as past use of the university and likelihood of attending, the respondents were answering for past and present household members. This allows much broader coverage of the Alaska household than if questioning were confined to the single individual answering the telephone.

The sample was distributed geographically among the four major regions – Southcentral (325), Interior/Northern (250), Southwest (75) and Southeast Alaska (250). This sub-sample distribution was recommended to insure sufficient accuracy in the three major service regions with a smaller sample in the Southwest region that allows for general indications of opinion. While the actual margin of error depends on the distribution of responses to each question, the margin of error for the Southcentral sub-sample ranges from 5.6% to 1.0%, for Interior/Northern and Southeast regions, 6.3% to 1.2%, and for the Southwest regional sub-sample, 11.5% to 2.3%.

Once the sample was selected and interviewed, the responses were statistically weighted by census area and regional population so that the results represent the normal distribution of statewide population. For example, though the 325 Southcentral respondents were 36% of the total survey respondents, they were given the proportional statistical weight of the 60% of the state's population that reside in the region. Likewise, the population weight for Interior/Northern was 20%, Southeast, 12% and Southwest, 8%. Surveys were conducted in 53 communities representing Alaska's 27 Census Areas which in turn were combined into the four regions for analysis.

The survey was conducted from late November, following design approval, and completed in early January, as calling was suspended during the holiday season to avoid sample distortion and minimize holiday disruption to Alaska households.

Cross-tab analyses of every question was provided as was special analyses of question 15 (funding priorities). An electronic version of the data base was also provided. Additional regionalization of data into the system's three major service regions was also provided as was 186 pages of detailed statistical results for further analysis as desired.

Reporting and Analysis

The following report includes an *Executive Summary* with major findings and recommendations, an *Analysis of Findings* by subject matter, followed by *Detailed Survey Results* by question. The primary analysis is a regional one with results detailed for each question, including statewide totals and results for each of the four regions. Additional sub-group analyses are included from time to time, drawing from data in the 180 pages of cross-tab analysis provided to the client under separate cover.

Regions are the four standard regions used for most geographic analyses in Alaska. Southcentral (coded SC in report tables) includes Mat-Su, Anchorage, Kenai Peninsula and Prince William Sound. Interior Northern (coded IN) includes both the normal Interior region plus the Northern and Northwest Arctic regions. Southwest Alaska (SW) includes the Western reaches of the great rivers, the Alaska Peninsula and Kodiak. Southeast (SE) Alaska is geographically self evident.

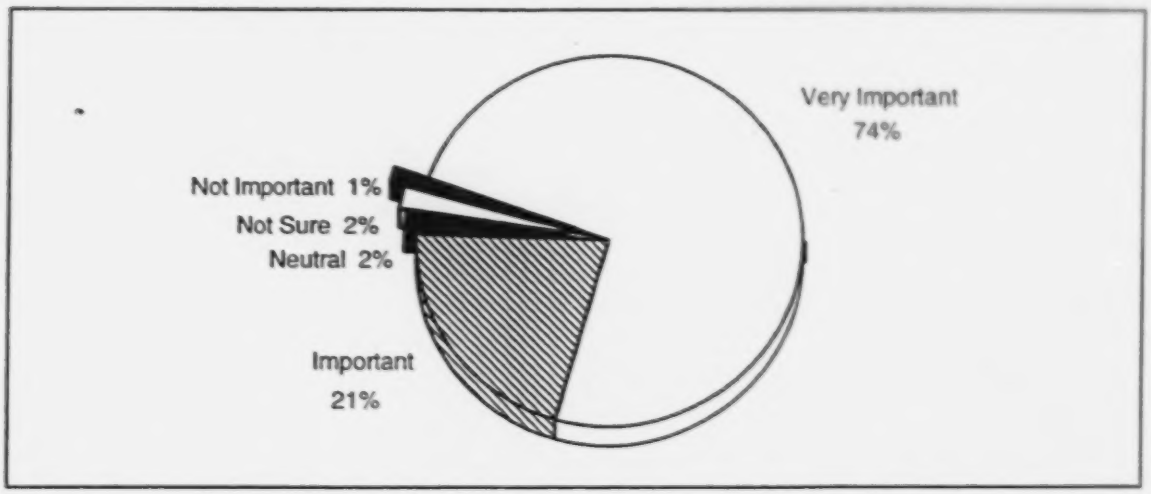
Finally, the report concludes with *Respondent Comments*, an unedited recording of ten pages of open-ended concluding comments sorted by region. These resulted from the close of each interview, when the respondent is asked, "Is there anything else you would like to say about the University of Alaska before we close?" Though these responses are not quantifiable, they provide some of the most insightful results of the survey.

Summary of Findings and Recommendations

Summary of Findings

Perceived importance of the University of Alaska

The University of Alaska enjoys wide support from the people of Alaska as 95% of them consider the institution's programs and services at least "important" to the state and a remarkable 74% consider it "very important".



Extent of Influence

The University of Alaska permeates Alaskan society and is an integral part of most households at one time or another. Three of every four households contain at least one alumnus or current student, almost all of whom view their University of Alaska experience as positive.

Alumni Satisfaction

Eighty-three percent (83%) of alumni households report they were "very satisfied" or "satisfied" with the quality of their University of Alaska education.

Public Priorities for the University of Alaska

Respondents are clear about where they think funding emphasis should be. Economics – meaning education/training for good jobs and research that helps the Alaska economy – are the public's clear priorities for the University of Alaska.

Next on the list are improvement in the quality and variety of academic and technical offerings. Alaskans want more true university fare.

Economics and academics are priorities over community social support and capital projects such as student housing.

Funding Issues

The University of Alaska also enjoys much popular support for increased funding. Two-thirds want University of Alaska funding increased compared to just 2% who want funding reduced. Ironically, even the majority of those few who don't like the University of Alaska support increased funding.

Alaska households name education in general as their leading funding priority. Eight of ten (79%) Alaska households assign a "high" priority to education funding and of course the Alaska legislature appropriates over a billion dollars annually in response to this priority. Priority support for education is twenty-seven percentage points ahead of second place crime issues and twenty-nine points ahead of health and social services.

Funding Alternatives

While households support additional funding, they are ambivalent about how they would cover University of Alaska budget cuts. Of eight proposed methods they clearly favor two – raising private contributions and consolidating administration. Households are neutral on using excess permanent fund earnings and cutting other government programs. They are slightly negative toward tax proposals.

Market Demand

Alaskans look to the University of Alaska as their primary source of higher education and there is a substantial potential market among Alaska households.

Most households with school children say they will encourage them to attend Alaska's university system. Alumni families and Alaska Native families are most likely to encourage attendance by their children.

One-third of all households say it is "very likely" that at least one member will attend in the next five years. If just one member of each "very likely" household were to attend, the university would have 70,000 new students over the next five years.

Educational Service Demand

All campuses must respond to large numbers of both part-time and full-time students. Two-thirds of prospective students in the next five years expect to be part-time and they want evening and weekend classes.

Alaskans forecast greater demand for higher education services in Alaska. A typical response is that 78% think demand for professional programs will be greater while just 2% think demand will be less.

Distant learning programs are of interest to four of every ten households, an indication of major market potential.

One household in four had suggestions for new programs. Services the public wants offered that they think are not currently offered are vocational classes followed very closely by medical/nursing programs. They also want computer classes and a wider range of academic offerings.

Market Image

Alaskans see the quality of the education at the University of Alaska as "good" but not "excellent". A small percentage (5%) view it as "not so good" or "poor".

They also see the system as reasonably competitive, rating it "about the same" in quality as other state universities they know or have heard about.

The University of Alaska's service satisfaction rating is lowest in Southcentral (8% unsatisfied) compared to 6% system-wide and just 4% in the Interior/Northern region. There are moderate but clear attitude differences among regions and Southcentral and Anchorage ratings tend to be uniformly lower.

Market Communications

Alaska households learn about the University of Alaska programs primarily through the mail (48%) with some help from newspapers and friends and family. However, the media mix differs significantly for each region. Today's dominant media, television, plays only a small role in informing households about the university's programs.

Marketing Challenge

University of Alaska enrollment has been declining in spite of the positive orientation of its citizens and its vast alumni coverage. Converting the good intentions of Alaska's "very likely to attend" households will be the challenge.

Recommendations

Like other major service institutions, the University of Alaska is now competing for customers and must offer high value (the relationship between quality and price) and be willing to market itself aggressively. Unfortunately, budget cuts have decreased the variety and convenience of offerings and in our consumer culture this means fewer customers.

The University of Alaska has a considerable dedicated reservoir of public support, a vast alumni network and a positive image among Alaskan families. It is clear from talking to 900 households that the University of Alaska, in spite of current problems recognized by many respondents, holds a special place in the fabric of Alaska society.

However, to capitalize on this favorable market position, the University of Alaska must have the resources and be willing to be responsive by improving both service and image in our modern consumer culture.

Survey Respondent Demographics

Readers are reminded that the survey screened for heads of households and the questions were answered on behalf of the entire household. Therefore, the typical respondent is not expected to resemble the average Alaskan but rather the average Alaskan head of household. Readers should also keep this in mind when analyses are discussed based on respondent demographics. The demographics are those of the head of household, not necessarily those of the past or prospective student.

Finally, from a market development standpoint, higher education decisions are usually household decisions. Thus, analysis by household is appropriate. For example, if the prospective student is a young adult, parents usually are involved in the financial and location decisions. For prospective adult students, the decision is also a household one because the cost and time involved in attending college affect others in the household.

A demographic profile shows more women (55%) than men (45%) responded as heads of households, an expected result. Heads of households averaged 44 years of age, and have lived in Alaska for an average of almost nineteen years. Mean household income was $58,000 with one family in twelve having income over $100,000. Ethnic composition of the sample was 79% Caucasian, 11% Alaska Native/Native American and 1% each of Black/Afro-American, Hispanic and Asian/Pacific Rim/Hawaiian.

Alaskan heads of households appear very oriented toward advanced education for themselves. Eighty percent have some formal education and/or training beyond high school. About six of ten have attended at least some college and one-third were college graduates. Twelve percent of household heads have graduate degrees.

The University of Alaska doesn't need to sell household heads on the value of education. Instead, the marketing mission is to use this positive inclination toward higher education in general to encourage household members to attend the University of Alaska system in particular.

Tables detailing the characteristics of head of household respondents are at the end of this report under *Detailed Survey Results*.

Perception of the Role of University of Alaska Programs and Services in Alaskan Life

Alaskans consider the University of Alaska (UofA) an important part of Alaskan life. An overwhelming 74% of respondents said "very important" when asked, "In your opinion, how important are the University of Alaska programs and services to the state of Alaska?" In survey analysis, a response of this magnitude at the top of a five-point scale is exceptional. Add those that rated the University "important" and 95% of Alaska heads of households consider the University's role as important or very important. Virtually no respondents considered the university's program and services unimportant.

Those most likely to rate the University "very important" are respondents who rate the quality of education at the UofA better than at other universities around the country. They also favor either a state sales tax or a special tax for education, those likely to attend the UofA in the future and are Fairbanks residents. Over 80% of these sub-groups assigned a "very important" rating.

Least likely to consider the University's programs and services "very important" are those who rate UofA education quality as poor, those who have not been students at UofA, those who would discourage their child from attending, and those without any college education. Among regional groups, Southcentral residents are moderately less enthused than residents of the other three regions (69% rating "very important" vs. 79% Southwest to 81% Interior/Northern).

Still, even the lowest ratings are high with over 50% of any sub-group assigning a "very important" rating.

If anything is to be learned from this analysis it is that those least familiar with the UofA and higher education in general tend to assign less importance. A public information program about the benefits of higher education and the UofA in particular may help.

Table 1

In your opinion, how important is the University of Alaska programs and services to the state of Alaska?

	Total	SC	IN	SW	SE
Very Important	74 %	69 %	81 %	79 %	80 %
Important	21	25	16	17	15
Neutral	2	1	3	–	1
Not Important	1	2	0	–	1
Not at all Important	0	0	–	–	–
Don't Know	2	3	0	4	3
Refused	0	0	–	–	–

Notes: SC–South Central, IN-Interior Northern, SW-Southwest, SE-Southeast

Household Experience with the University of Alaska

One of the most significant study findings is the large proportion of Alaska households with experience as students in the University of Alaska system. Alaskan households are heavy users of the University of Alaska with three of four (76%) Alaska households having at least one member who has attended at some time.

Market penetration is uniform among regions, ethnic groups and the older age groups. Respondents of younger age (18-34) and new arrivals in the state (lived in Alaska 1-5 years) are much less likely to have household members as past or current students. Sixty-four percent of younger households and just 40% of recent arrivals have past or current students.

A University of Alaska education may mean higher income. An exceptional 92% of Alaska households with incomes over $100,000 have UofA alumni in them, compared to 68% of the households with incomes under $50,000. Whether people become wealthy due to UofA education or wealthy people attend college is unknown. What is know is that past UofA attendance and income are positively correlated.

Full-time and Part-time Attendance History

About one-half 52%) of those with UofA experience attended (or currently attend) as full-time students while about two-thirds (66%) attended part-time. Eighteen percent have attended the University of Alaska a different time as a full-time and a part-time student.

Sub-group variations are modest in most cases but significant differences exist among regional attendees. Southeast residents are much more likely to be part-time (only 38% full-time, 74% part-time) while Interior/Northern region residents are by far the most likely to be full-time students (63%).

While sub-group sizes are small, it appears respondents most unhappy with the University tend to have been (or are) full-time students. About three-fourths of those rating UofA quality poor, those supporting decreased funding and those dissatisfied with UofA quality were full-time students. This compares to half of all respondents being full-time students. Readers should note that these numbers are small but they tend to lean in the same direction.

Each campus must review its schedules and offerings to make certain they are matching the needs of their unique markets. Full-time and part-time students place very different expectations on their campuses, but yet all campuses must be prepared to service and satisfy both groups.

Campus of Experience

UAA hosted 53% of former (or current) students, UAF, 29% and UAS, 8%. Among the other locations Kenai (5%), Mat-Su (4%), Sitka (3%), correspondence (3%) and Ketchikan (3%) hosted the next highest percentages. Kodiak (2%) and Bethel (2%) the only other locations with more than 1% of UofA students attending.

Regional differences in location of attendance were dramatic, but expected. Eighty percent of Southcentral households with UofA experience had members who attended UAA while 80% of Interior/Northern households with UofA experience had members attending UAF at one time or another. There was some interaction among these two regions with 14% of Southcentral UofA households attending UAF and 10% of Interior/Northern UofA households attending UAA.

A significant proportion of Southeast UofA households had members who attended UAA (11%) or UAF (12%). Also in Southeast, the campuses in Ketchikan (22% of Southeast UofA households attending) and Sitka (19%) play important roles for regional residents. Surprisingly, UAS did host some students from Southcentral (2% of Southcentral students who attended UofA) and Interior/Northern (3%).

Southwest UofA households preferred UAF (34%) followed by UAA (24%). In their own region, the Kodiak campus (24% of Southwest UofA households attended the Kodiak campus) and Bethel campus (19%) hosted significant proportions of students originating from the Southwest region.

Table 2

Have you, other family, or household members taken any on campus class or distance course from the University of Alaska?

	Total	SC	IN	SW	SE
Yes	76 %	77 %	76 %	69 %	75 %
No	24	23	24	29	25
Refused	0	–	–	1	–
Don't Know	0	1	–	–	–

Table 3

As a full-time or part-time student? (Base - "Yes" prior UofA attendance)

	Total	SC	IN	SW	SE
Full-Time	52 %	53 %	63 %	48 %	38 %
Part-Time	66	67	54	72	74
Don't Know	0	–	1	–	–
Refused	1	–	6	–	1

Table 4

Which campus(es) or medial did you take classes? (Base - "Yes" prior UAA attendance)

	Total	SC	IN	SW	SE
Anchorage	53 %	80 %	10 %	24 %	11 %
Fairbanks	29	14	80	34	12
Juneau	8	2	3	3	44
Kenai	5	8	1	–	–
Mat-Su	4	7	–	–	–
Sitka	3	1	–	3	17
Correspondence	3	2	4	9	2
Ketchikan	3	–	–	–	22
Kodiak	2	0	–	24	–
Bethel	2	–	–	19	–
Valdez	1	1	1	–	–
Kotzebue	1	0	–	7	–
Television	1	1	–	3	–
Tanana Valley	0	–	1	–	–
Palmer	0	0	–	–	–
Interment/Audio	0	–	1	–	–
Video	0	–	–	2	–
Other	6	3	9	10	12
Don't Know	1	0	1	5	–
Refused	1	1	2	2	–

Satisfaction with the quality of a University of Alaska Education

Alaskans like what they get from the University of Alaska. Most Alaskans who have attended the University of Alaska (83%) are satisfied with the quality of education they received. Thirty-seven percent are "very satisfied" and 46% rate themselves as "satisfied". Again, readers are reminded that the ratings are by the heads of households speaking for both themselves and other household members who have attended the University of Alaska. A small proportion (6%) are neutral.

Statewide, 6% of UofA households are either "unsatisfied" or "very unsatisfied". Twice the proportion of Southcentral households and Interior/Northern households (8% vs. 4%) are dissatisfied with their University of Alaska education. This means one of every seventeen students statewide and one of every 12 students in the Southcentral region are not happy with the quality of the educational product they are buying from the University of Alaska.

Among regional residents, Southcentral households and Anchorage residents in particular are moderately less satisfied than residents of other regions. While all ratings are fairly good (all regions rated above "satisfied"), just 29% of Anchorage households and 32% of Southcentral households assigned a "very satisfied rating. This compares to a high of 49% for Southwest region households followed by 43% and 41% "very satisfied" Southeast and Interior/Northern households.

Past customers of the University of Alaska seem satisfied though just over one-third gave the highest rating. There seem to be no identifiable specific pockets of unhappy customers on which the University could focus. However, satisfaction – though apparently good – is lowest in the biggest market (Anchorage) with the campus that offers the most services (UAA).

Clearly, the major challenge for improving both the quality of the service and the market image of the institution is in the Southcentral region. Improvements in product and presence in this region will have the largest positive impact on the institution as a whole.

Table 5

How satisfied were you with the quality of education received?
(Base - "Yes" prior UofA attendance)

	Total	SC	IN	SW	SE
Very Satisfied	37 %	32 %	41 %	49 %	43 %
Satisfied	46	47	44	41	49
Neutral	6	7	7	1	4
Not Satisfied	4	5	3	3	3
Not at all Satisfied	2	3	1	–	–
Don't Know	4	4	1	5	2
Refused	1	2	2	–	–

Potential University of Alaska Market Demand from Alaskan Households

Market Potential

Potential market demand for the university's services appears substantial. Nearly one-third of all households say it is "very likely" that someone in their family will attend the University in the next five years. When extrapolated to the state's population, this represents a potential market of at least 70,000 students over the next five years, assuming only one potential student per household from the average Alaska household of 2.7 persons.

Another 18% of households thought it "likely" that at least one household member would attend the University of Alaska over the next five years and 11% were neutral, but not negative, on the subject.

A significant proportion (33% "not likely" or "not at all likely") of households had no one as a student candidate.

Among regions, the highest market potential is the smallest region, Southwest, in which 68% of households think it "very likely" or at least "likely" that a household member will attend in the next five years. This contrasts with 59% for the Southeast region and just 46% and 44%, respectively for the Interior/Northern and Southcentral regions. It appears that rural Alaska looks to the University of Alaska as their higher education institution of choice, while urban residents see themselves considering a variety of choice.

Market Penetration

Current market penetration varies significantly by region. Statewide, four percent have at least one household member currently enrolled at the University of Alaska. However, in Fairbanks alone, 10% of all households have at least one current student as do 8% of all households in the Interior/Northern region. In contrast, only 4% of Anchorage households and 3% of Southcentral regional households have current University of Alaska students. The market penetration in Southeast Alaska is 5% of all households and 6% of Juneau households. In Southwest Alaska, the proportion is 3%, the same as in the Southcentral region.

Market Strategy Implications

Normally in market demand studies, only those with the highest likelihood are considered strong potential customers. Even in this case, survey results show considerable future market potential.

In the case of any business or institution in any market place, the eventual true market is dependent on two factors – product and marketing – both of which are within the control of the institution or business itself. The *perceived value of the product* (the relationship of quality to price) *is* the product in the minds of the market. *Marketing* is simply the process of attracting and retaining buyers. While no large modern institution that provides a service can survive in today's economy without substantial and effective marketing, the ultimate success of the marketing is dependent, in turn, on the *perceived value of the product*.

The results of this survey show that most past customers were quite satisfied with the value of their University of Alaska education. Results also reveal considerable market potential in all regions with the most favorable households being in Southwest and Southeast. Marketing and product improvements would certainly help enrollment in these regions. Stronger marketing in the Southwest region, which prefers the UAF campus, will help enrollment in Fairbanks as well as in Kodiak and Bethel.

In Southcentral, where competition (both instate and out-of-state) for students is greatest and the market is most demanding, improving service and expanding marketing are essential to the long-term success of UAA. Continued cutting of offerings and lack of marketing effort will aggravate the slide in enrollment that is already occurring.

Table 6

How likely is it that you or others in your household will attend University of Alaska campuses in the next five years?
(Base - All respondents)

	Total	SC	IN	SW	SE
Very Likely	31 %	29 %	29 %	41 %	34 %
Likely	18	15	17	27	25
Neutral	11	11	11	8	9
Not Likely	15	13	20	10	16
Not at all Likely	18	24	13	5	8
Currently Attending	4	3	8	3	5
Don't Know	2	1	1	6	3
Refused	1	2	0	1	–

Market Preference for Class Times

Respondents were asked, "If you or other family members were to attend classes, which times are most convenient?" This analysis was limited only to those who said one or more household members was likely to attend the University of Alaska in the next five years.

The heaviest demand was for weekday evenings followed by weekday mornings and afternoons. Weekend classes were desired by fifteen percent of respondent households.

Over half (55%) of all respondents wanted weekday evenings and another 15% preferred weekends. Clearly, a major market for the University of Alaska is students who are gainfully employed but are willing to go to school in their off hours. This is consistent with the high emphasis on higher education by the heads of Alaskan households. Southcentral (57%) and Southeast residents (74%) were particularly oriented toward weekday evenings, while Interior/Northern and Southwest households were less inclined. The conclusion is that all major campuses need substantial offering in evenings and on weekends to meet the needs of the majority of their prospective students.

The apparent demand from potential full-time students came in the form of a preference for weekday mornings (29%) and weekday afternoons (25%). Daytime demand was highest in Southwest and Southcentral, lowest in Southeast.

Table 7

If you or other family members were to attend classes-which times are most convenient? (Base - Those likely to attend or currently attending UofA)

	Total	SC	IN	SW	SE
Weekday Mornings	29 %	30 %	22 %	33 %	26 %
Weekday Afternoons	25	26	30	29	12
Weekday Evenings	55	58	47	42	62
Weekends	15	13	20	15	17
Sundays Only	1	1	1	3	2
Saturdays Only	4	4	4	3	4
Other(Summer School)	1	1	–	–	1
Don't Know	14	12	16	24	7
Refused	3	3	4	2	1

Full-time/Part-time Preference

Two-thirds of the University of Alaska's potential market is part-time students. One-third anticipate full-time attendance in the next five years. Regional patterns vary little, ranging from 70% of Southeast prospects to 61% of Southwest prospects expecting to attend part-time.

Alaska Native households are better full-time student prospects than Caucasian households. A significant finding is that 41% of Native households expect their future University of Alaska students to attend full-time, compared to just 29% of Caucasian households.

Another group of high potential full-time students are households that would encourage their children to attend the University of Alaska. Nearly half of them (46%) expect their future students to be attending full-time. Four out of five of these households are University of Alaska alumni households. In other words, alumni want to send their children to their alma mater and will actively encourage such attendance.

These findings have significant marketing applications. The best full-time student prospects are alumni households and Alaska Native households. What these two groups have in common is a permanent social and cultural commitment to Alaska. Their families have been here for a long time and they plan on being here for a long time. The University of Alaska should review its marketing program and be certain that alumni and Alaska Native households receive aggressive marketing attention.

Table 8

Would (is) attendance be on a full-time or part-time basis?
(Base - Those likely to attend or currently attending UofA)

	Total	SC	IN	SW	SE
Full-Time	31 %	34 %	27 %	33 %	23 %
Part-Time	67	67	67	61	70
Don't Know	3	3	4	5	4
Refused	4	4	6	6	2

Communications

Household heads were asked, "How does your household currently learn about educational programs offered at the University of Alaska?" The answer is by mail, according to nearly half (48%) of all households. Newspaper communication was a distant second (mentioned by 26%) followed closely by friends and family (18%). Television, the dominant media, was mentioned by just 8% and school counselor referrals were so limited they were classified in "other" along with requesting information by telephone and recruitment booths. Radio (5%) and the Internet (4%) are minor at this time but a complete, sophisticated University of Alaska web page is absolutely required for marketing today and tomorrow.

Significant differences exist among regions in how Alaskans learn about the University of Alaska. To be most effective, media strategies for marketing programs need to be customized for each region. For example, mail is a far more important media in Southeast (73% of Southeast households learn about the University and its programs through the mail) and Southwest Alaska (60%) than it is in Southcentral (45% and just 39% in Anchorage) and Interior/Northern (41% but 48% in Fairbanks).

Friends and family have little impact in Southeast (9%) but significant impact in all other regions (18% to 23%). Television is two to three times as important in Southwest Alaska for University of Alaska information (19%) than in all other regions.

School counselors, who are in a position to influence choice of college, apparently play a very limited role in successfully suggesting the Univ ity of Alaska to college-bound Alaska high school students. This factor eds review by University marketers.

The most successful marketing programs use a broad range of media and techniques to reach prospects.

Table 9

How does your household currently learn about educational programs offered at the University of Alaska?
(Base - All respondents)

	Total	SC	IN	SW	SE
Mail (Brochures Sent)	48 %	45 %	41 %	60 %	67 %
Newspaper	26	25	31	33	24
Friends/Family	18	18	23	20	9
Television	8	9	5	19	6
Radio	5	3	7	8	8
Interment	4	4	5	7	1
At the University	3	1	4	–	9
Other	15	18	7	12	10
Refused/Don't Know	2	3	1	–	–

Market Potential of Households with School Children

Households with School Children

Households were asked if they had children currently attending elementary, middle or high school and 39% of them answered, "yes." In other words, four of ten Alaska households have potential University of Alaska students who are currently minors. Over one-half (52%) of Southwest households have school children.

The households with the highest proportion of school children are Southwest regional households (52% with school children), households earning over $100,000 (49% with school children), Alaska Native households (58%), households with members likely to attend the University of Alaska (46%) and households with heads that have lived in Alaska from six to twenty years.

This analysis is further refined when we review the sub-groups that would encourage their children to attend the University of Alaska.

Households Encouraging University of Alaska Attendance for Their Children

Household heads were asked, "Would you strongly encourage, encourage, discourage or strongly discourage them (your children) attending the University of Alaska?"

Overwhelmingly, Alaskan households with school children want their children to attend the University of Alaska. A dominant 82% would encourage their children to attend and 26% said they would "strongly encourage" their children. This is an unusually positive survey finding by any measure and clearly indicates the expectations Alaskan families have of the University of Alaska's role in educating their children. This is consistent with other findings in this research that verify the importance of the University of Alaska in the lives of Alaskan families.

When examining the "strongly encourage" responses only, a number of high potential sub-groups stand out. Interior/Northern (38%) and Southwest (39%) households are far more likely to strongly encourage their children to attend the University of Alaska. Alaska Native families (39%), alumni families (35%) and those who consider the quality of education at the University of Alaska as better than at outside institutions (41%) are other high potential groups. Household heads with lower income and less education are also moderately more inclined to "strongly encourage" their children to attend the University of Alaska.

Low potential sub-groups with school children in the "strongly encourage" analysis include Southcentral (20%), Anchorage (17%), Juneau (11%) $100,000+ households (11%) and those rating the quality of education at the University of Alaska as "fair" or "poor".

As expected, household heads that think poorly of the University of Alaska for one reason or another, that would cut University funding, and those earning over $100,000 are prone to discourage their children from attending. About 20% of each of these groups said they would discourage their children from attending the University of Alaska.

These findings are also consistent with other survey findings and help identify high potential families as well as household sub-groups that need to learn that the University of Alaska provides value and quality. Again, UAA market image and presence need to be enhanced in Anchorage, the state's largest student market.

Choice of Campus for Households with School Children

Confining the analysis to households that would encourage their children to attend the University of Alaska, UAA is the campus of choice for 39% of these "encouraging" households, followed by UAF (22%), UAS (6%) and Mat-Su (2%). No other campus had more than 1%.

Campus choice is highly regionalized. Southcentral households prefer UAA to UAF, 56% to 7% while Interior/Northern households choose UAF over UAA 69% to 10% for their children. Fairbanks households are adamant UAF supporters, choosing it by 82% to 3% over UAA. Anchorage households are also highly regional, preferring UAA by 67% to 9% over UAF.

Southwest households prefer UAF (50% would send their children there) but another 30% prefer UAA. Southeast households chose UAS (36%) followed by UAA (11%) and UAF (9%).

This distinct regional campus preference also provides direction for marketing emphasis by each campus.

Table 10

Do you have children who are currently attending elementary, middle or high school?
(Base - All respondents)

	Total	SC	IN	SW	SE
Yes	39 %	38 %	34 %	52 %	41 %
No	60	61	66	46	58
Don't Know/Refused	0	0	1	–	–

Table 11

Would you strongly encourage, encourage, somewhat discourage or strongly discourage them attending the University of Alaska?
(Base - Households with school age children)

	Total	SC	IN	SW	SE
Strongly Encourage	26 %	20 %	38 %	39 %	24 %
Encourage	56	58	49	52	58
Discourage	6	7	7	5	7
Strongly Discourage	3	5	–	–	2
Don't Know	7	8	3	7	11
Refused	1	1	2	–	–

Table 12

Which campus would you encourage your child/children to attend?
(Base - Households with school age children encouraging UofA attendance)

	Total	SC	IN	SW	SE
Anchorage	39 %	56 %	10 %	30 %	11 %
Fairbanks	23	7	69	50	9
Juneau	6	1	2	2	36
Mat-Su	2	3	–	–	–
Sitka	1	–	–	2	7
Ketchikan	1	–	–	–	7
Valdez	1	1	–	–	–
Palmer	1	2	–	–	–
Kenai	0	0	–	–	–
Kodiak	0	–	2	2	–
Other	2	1	2	2	2
Don't Know	11	9	10	18	16
Refused	18	22	13	9	20

Quality of Education Ratings

Overall Quality Rating

When asked to rate the overall quality of education offered by the University of Alaska, Alaskans replied that they have a "good", but not "excellent" higher education institution as their state university. Only one in twenty household heads considered the quality of education as either "not so good" (3%) or "poor (2%). On a one to five (1=poor, 5=excellent) statistical scale the university receives a 3.8, essentially a "good" rating.

Only slight differences existed among regions. Southcentral households gave the University of Alaska slightly lower ratings (14% said "excellent" and 55% "good". Anchorage ratings were 11% "excellent" and 56% "good". Southeast households rated highest with 20% "excellent" and 53% "good".

The fact that Southcentral overall ratings are good while on other questions they tend to answer less positively, indicates that this market has more knowledge of alternatives. It is not that Southcentral people think poorly of the system. The truth is they think well of the University of Alaska. They simply have high expectations and more knowledge of alternatives.

Table 13

Overall, how would you rate the quality of education offered by the University of Alaska?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Excellent	16 %	14 %	17 %	23 %	20 %
Good	51	55	48	35	53
Fair (Neutral)	19	17	22	29	14
Not So Good	3	3	3	1	2
Poor	2	3	3	–	2
Don't Know	8	9	6	12	9
Refused	0	–	1	–	–

Quality Ratings Compared to Other State Colleges

Respondents were also asked to rate the quality of education at the University of Alaska *in comparison* to that of other state colleges around the country.

Overall, Alaskans consider their university "about the same" in the quality of education it provides in comparison to other state universities. Eighteen percent thought it was "better" and 14%, "worse" while the balance of those having an opinion (43%) said, "about the same".

Three-fourths of household heads did express an opinion, though surely fewer than that have a real basis for comparison. Again, the *perception of value* (the relationship of price and quality) is what determines the success of the University of Alaska in attracting the state's own citizens as students. That perception is "good" but not "excellent" and residents view the University of Alaska as "about the same" as the competition. This is not a bad market position but it is not a strong one for successfully competing for Alaska's students.

Sub-group analysis shows that Southeast households gave the highest "better" rating (26%) while Southcentral households were least impressed with the University of Alaska's competitive position with only 14% granting a "better" score.

Table 14

Comparing other state colleges around the country with the University of Alaska, would you say the quality of education at the University of Alaska is . . . .
(Base - All Respondents)

	Total	SC	IN	SW	SE
Much Better	3 %	2 %	3 %	5 %	4 %
Better	15	12	18	13	22
About the Same	43	41	45	55	37
Worse	12	15	9	2	10
Much Worse	2	2	2	1	1
Don't Know	25	27	21	22	26
Refused	0	0	1	–	1

Future Program Demand

Future Demand for Existing Program Categories

Respondents were asked their opinion about future demand for program categories offered at the University of Alaska. The question read, "Over the next ten years, do you think the need will be greater, about the same, or less for the following programs (list program)?"

Alaskans think the demand for all five major program categories will increase significantly in the future. In fact, dramatic differences are apparent between greater and less demand forecast by Alaska households.

- Vocational or technical programs (80% greater, 2% less)
- Professional programs (engineering, etc.) (78% greater, 2% less)
- Continuing professional education (73% greater, 2% less)
- Graduate education (master's, Doctorate) (64% greater, 4% less)
- Liberal arts (English, psychology, etc.) (41% greater, 13% less)

The obvious conclusion is that the Alaska public believes there will be increasing need for higher education in the future. This is consistent with other findings in the research that identify Alaskan household emphasis on higher education as critical for themselves and their children.

Southcentral and Interior/Northern households have moderately higher emphasis on liberal arts while all regions overwhelmingly predict greater demand for professional programs. Southcentral and Interior/Northern households are more likely to emphasize graduate education in the future and all regions see greater demand for continuing professional education. Southeast households have the highest expectations for vocational or technical program demand but only slightly higher than households in the other three regions.

Table 15

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . Vocational or technical education?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	2 %	3 %	2 %	1 %	1 %
Same	13	11	17	15	11
Greater	80	81	77	81	85
Don't Know	5	6	5	2	2
Refused	0	–	1	–	–

Table 16

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Liberal arts like English, Psychology, Sociology?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	13 %	14 %	12 %	10 %	12 %
Same	39	36	37	45	47
Greater	41	42	44	36	36
Don't Know	8	8	7	10	4

Table 17

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Professional programs like engineering, nursing, teacher training?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	2 %	2 %	3 %	1 %	3 %
Same	15	15	16	14	15
Greater	78	77	79	81	80
Don't Know	4	6	2	4	2

Table 18

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Graduate education for master's & doctoral degrees?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	4 %	3 %	4 %	4 %	5 %
Same	24	21	28	29	29
Greater	64	67	64	56	57
Don't Know	8	9	5	12	8

Table 19

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . Continuing professional education for people already employed?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	2 %	1 %	3 %	2 %	1 %
Same	19	17	23	24	22
Greater	73	75	69	65	75
Don't Know	5	6	6	7	3
Refused	0	1	–	–	–

Demand for New Programs and Classes

Respondents were asked, "Do you think there are specific programs or classes which should be offered at the University of Alaska but are not?" Readers should recognize that some suggestions may already be offered at the university but the perception is that they are not. This analysis identifies program areas that would have significant demand if they were offered as well as existing programs that have a lack of presence in the public eye.

Table 20

Do you think there are specific programs/classes which should be offered at the University of Alaska, but are not?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	24 %	31 %	9 %	25 %	18 %
None/No	76	69	91	74	82

About one household in four had at least one suggestion while three-fourths of all respondents had no suggestions. The following discussion is confined to those households with suggestions.

Vocational classes and medical/nursing programs have the highest potential demand, identified by 22% and 21%, respectively, of all respondents. Computer classes/programs ranked third (11%) among the programs that Alaskan household thought should be offered but were not (in their minds). Social sciences, graduate programs, physical sciences and law were the next most popular program needs.

Significant differences were found in regional preferences for new programs. Southeast households want computer classes (35%) and computer programming (15%). Next, they want new vocational classes (30%) and medical/nursing and physical science (both suggested by 15%).

Interior/Northern households by far prefer medical/nursing programs (38%), followed by education/teacher training programs (31%). Many Interior residents were very concerned about the UAF loss of accreditation and want new and better education/teacher programs. Interior/Northern households have scant interest (6%) in vocational classes, a finding in stark contrast to the other regions.

Southcentral households want a wide variety of new programs and classes but the leaders in their region are vocational (21%), medical/nursing (18%) and computer classes (10%). Social sciences and graduate programs were next on their wish list with 9% each.

Southwest households list vocational classes and medical/nursing (each 33%) as their highest priorities for new programs.

Table 21

Which classes or programs should be offered?
(Base - Those who responded "yes" table 19)

	Total	SC	IN	SW	SE
Vocational Classes	22 %	21 %	6 %	33 %	30%
Medical/Nurse	21	18	38	33	15
Computer	11	10	–	10	35
Social Sciences	7	9	6	–	5
Graduate Programs	7	9	6	–	–
Sciences (Physical)	6	4	6	14	15
Law/Legal	6	7	6	–	–
Engineering	5	6	6	–	10
Veterinarian	5	7	–	–	–
Computer Programming	5	3	–	14	15
Business/Finance	5	4	6	5	10
Education/Teachers	5	2	31	–	5
Dental	4	1	–	24	5
History	2	1	–	14	–
Foreign Languages	1	–	6	10	5
Physical Education	1	1	6	5	–
Library Science	1	1	6	5	–
English	1	1	6	5	–
Music	1	1	–	–	5
Math/Economics	1	–	6	5	–
Liberal/Fine Arts	1	1	6	–	–
Architecture	0	–	–	–	5
Other	16	21	–	5	5
Don't Know	2	3	–	–	–

The market implication of these findings are obvious. First, each region has a unique set of unmet needs. Were these programs offered (or publicized more if they are already offered), enrollments would likely increase.

Secondly, while the highest single item is vocational classes, the more substantial unmet demand is for a stronger and wider variety of academic and technical programs on the three major campuses. The demand for medical/nursing is particularly universal to all four regions and it is clear that Alaskan households expect the University of Alaska to lead in computer science. The University of Alaska needs to evaluate vocational programs but there is a greater need in Alaska for the university to become more of a full-service institution in academic and technical fields.

Distant Learning Demand

All households were asked a series of questions about their interest in the distant learning alternatives of audio, Internet, video, television, correspondence and CD-ROM.

Significant interest was revealed and the potential demand was surprisingly uniform from medium to medium. Between 39% and 42% of all respondents answered yes, they or someone in their household was interested in every one of the six distant learning choices. The sole exception was audio, but still, 32% of respondents answered, "yes."

When this demand is extrapolated to the state population, the potential market for each of these services numbers in the tens of thousands. Distant learning is doubly attractive because distant learning programs are very cost efficient and provide good educational value for those without access to main campuses.

Households in all regions have substantial interest in all six offerings. However, Southeast and Southwest households are moderately more interested in each of these services followed by Southcentral households and Interior/Northern households.

Table 22

Would you or others in the household be interested in classes Via. . . . Audio?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	32 %	30 %	25 %	46 %	36 %
Maybe	14	11	16	23	15
No	51	56	54	25	46
Don't Know	3	3	5	5	2
Refused	0	–	1	–	–

Table 23

Would you or others in the household be interested in classes Via. . . . Internet? (Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	42 %	39 %	42 %	48 %	54 %
Maybe	15	13	19	19	13
No	41	46	37	30	32
Don't Know	2	2	1	2	2
Refused	0	–	1	1	1

Table 24

Would you or others in the household be interested in classes Via. . . . Video? (Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	40 %	40 %	34 %	50 %	46 %
Maybe	17	14	23	23	17
No	41	44	41	26	34
Don't Know	2	2	1	1	2
Refused	0	–	1	–	–

Table 25

Would you or others in the household be interested in classes Via. . . . Television? (Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	42 %	43 %	33 %	45 %	48
Maybe	14	12	18	19	15
No	42	43	45	32	35
Don't Know	2	2	3	2	1
Refused	0	–	1	1	–

Table 26

Would you or others in the household be interested in classes Via. . . . Correspondence? (Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	39 %	39 %	33 %	45 %	48 %
Maybe	14	10	23	19	12
No	45	49	42	33	39
Don't Know	2	2	2	2	1
Refused	0	–	1	–	–

Table 27

Would you or others in the household be interested in classes Via. . . . CD ROM? (Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	40 %	40 %	36 %	40 %	49 %
Maybe	14	10	20	25	15
No	43	47	41	31	35
Don't Know	3	3	2	2	2
Refused	0	–	1	–	–

Support For University of Alaska Funding

Alaska households support increased funding for the University of Alaska. Nearly two-thirds (64%) supported increased funding and only 2% wanted funding cut. Twenty-two percent would be satisfied with the current level of funding. Support for increased funding was substantial in all regions and ranged from 61% in Southcentral (63% in Anchorage) to 74% in Southwest Alaska.

Sub-group analysis shows unusual universal support for increased funding for the University of Alaska. The majority of every sub-group – including those who rate the university poor, not important, or who won't send their children there – support increased funding for the university.

Exceptionally strong support (over 70% wanting increased funding) comes from Alaska Natives, lower income families, households who will encourage their children to attend, Juneau residents, college degree holders, young (18-34) Alaskans and even those who rated the quality of education at the university as only "fair".

The degree and consistency of this support is surprising but is consistent with other survey results. Alaskans place strong emphasis on higher education, especially for their children, their expectations of the university are high, most households have a positive history with the institution. They think the University of Alaska product is good but not great and they are willing to pay to improve it.

Table 28

Should state funding for the University of Alaska be increased, decreased or should it remain at current levels?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Increase	64 %	61 %	68 %	74 %	68 %
Remain at Current Levels	22	24	19	17	22
Decrease	2	3	2	–	1
Don't Know	11	12	10	8	9
Refused	0	0	1	1	–

Statewide Funding Priorities for Alaskan Households

Alaskan households were asked the relative importance of five general categories of state programs – education; crime prevention, protection and prisons; construction of new roads and highways; support to local governments; and health and social service. Respondents were asked to rate their funding priority for each of these as high, medium or low.

Household Funding Priorities

- Education — High 79% — Low 2%
- Crime prevention/prisons — High 52% — Low 9%
- Health and social services — High 50% — Low 11%
- Construction of new highways — High 35% — Low 18%
- Support to local governments — High 18% — Low 21%

Not surprisingly, Alaskans place education at the top of their funding priority list. This is verified by the fact that by far the state's largest annual investment – well over a billion dollars – is public education in its primary, secondary and university education systems. There is little sub-group variation in the priority support for education though Southcentral households have a slightly lower percentage (76%) giving it high priority.

Table 29

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . Education?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	2 %	2 %	4 %	– %	2 %
Medium	16	18	15	10	15
High	79	76	80	87	83
Don't Know	2	2	1	4	1
Refused	1	1	–	–	1

Table 30

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Crime Prevention, Protection & Prisons?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	9 %	9 %	7 %	10 %	9 %
Medium	35	32	36	43	45
High	52	55	54	42	44
Don't Know	3	3	3	5	1
Refused	1	1	1	–	–

Table 31

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Construction of New Roads and Highways?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	18 %	15 %	22 %	20 %	23 %
Medium	45	44	46	55	46
High	35	40	28	24	30
Don't Know	1	1	4	1	–
Refused	0	1	1	–	–

Table 32

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Support to Local Governments?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	21 %	22 %	22 %	20 %	17 %
Medium	56	60	51	50	55
High	18	14	21	24	25
Don't Know	4	4	6	6	2
Refused	1	1	1	–	1

Table 33

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . Health and Social Services?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	11 %	12 %	11 %	10 %	9 %
Medium	35	36	34	35	34
High	50	49	51	51	55
Don't Know	3	4	3	4	1
Refused	1	1	1	–	–

Alaskan Household Support of University of Alaska Funding Alternatives

Households were asked – on a five-point scale from 1=strongly disagree to 5=strongly agree – about eight funding alternatives that might be used in the event of a cut in University of Alaska funding. Household answers to this question create some confusion in analysis. Other questions show strong support of the university, many families want their children to attend, three-fourths of households have a positive history with the university, education is their highest public program funding priority and most of them support increased funding for the university.

However, when it comes to exactly how to find a solution in the event of funding cuts for the University of Alaska, Alaskan households significantly favor only two alternatives – soliciting for private contributions (3.9, or "agree" on the five-point scale), and consolidation administration (3.7, which is a moderately warm "agree"). The latter is a popular (and sometimes valid) political solution to cost problems, "cut administration" that may or may not provide significant saving to the university system. The former is a potentially valid solution that tends to work better in more populated and wealthy states but may generate some amount of additional financial support for the university.

While respondents favor these two proposals by significant margins, they are ambivalent about the other six proposals and slightly opposed to most of them.

Households slightly disagreed with three tax proposals. Approving a state sales tax (2.8, or "nearly a toss-up but disagree a little"), approving a state income tax (2.7, or "maybe not") and implementing a special tax for higher education (2.6, or "some disagreement") all had slightly negative scores.

Households were exactly neutral (3.0), with agree and disagree percentages about the same on two other proposals, both of them tradeoffs with other state programs. One proposal was reducing other state programs, the other was using surplus earnings of the permanent fund.

Finally, Alaskans were mildly opposed (2.7) to the eighth proposal of raising tuition and admission fees.

Slight to moderate differences existed among regions. In general Southcentral households demonstrated a slightly more conservative fiscal policy but were a little more likely to trade off other state programs and permanent fund earnings to support the university.

Interior/Northern region households were more opposed to tuition and admission fee increases but were typical of the state average in all other responses.

Southwest households were the only region favorable to a sales tax and they also agreed with using permanent fund earnings.

Southeast households were slightly less opposed to the tax proposals and positively viewed using permanent fund earnings.

In summary, while support for the University of Alaska is substantial, the prickly question of specifically how to cover potential budget cuts is more difficult.

A part of the solution to the University of Alaska financial situation is a business one. Given more aggressive marketing and improved and expanded services – which initially will require larger appropriations – the University has the potential market support in Alaska to substantially increase enrollment and earn significantly more revenue as a result. The current practice of budget cuts forcing program and service cuts has resulted in a negative market and revenue spiral that is defeating the purpose of budget cuts.

Table 34

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges?.....

(Base - All Respondents) Summary Table 1=strongly disagree to 5=strongly agree

	Total	SC	IN	SW	SE
Raising Tuition & Admission Fees	2.7	2.8	2.6	2.7	2.8
Approving A State Income Tax	2.7	2.7	2.7	2.9	2.8
Approving A State Sales Tax	2.8	2.8	2.8	3.2	2.8
Reducing Other State Programs	3.0	3.1	3.0	2.8	3.1
Soliciting For Private Contributions	3.9	3.9	3.9	3.9	4.3
Consolidating Campus Administrations	3.7	3.8	3.5	3.5	3.6
Using Surplus Earnings Of The Permanent Fund	3.0	2.9	3.0	3.3	3.4
Implementing A Special Tax For Higher Education	2.6	2.6	2.7	2.7	2.8

Table 35

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Raising tuition and admission fees?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	2 %	3 %	2 %	2 %	2 %
Agree	36	37	31	38	39
Neutral	6	6	6	1	6
Disagree	39	37	40	42	44
Strongly Disagree	13	14	16	13	7
Don't Know	3	3	3	5	2
Refused	0	0	1	–	–

Table 36

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Approving a state income tax?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	6 %	7 %	5 %	6 %	4 %
Agree	32	30	33	39	33
Neutral	3	3	4	–	8
Disagree	39	41	37	34	41
Strongly Disagree	16	16	18	14	11
Don't Know	3	3	2	7	2
Refused	0	0	1	–	0

Table 37

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Approving a state sales tax?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	4 %	5 %	4 %	4 %	3 %
Agree	38	36	38	55	32
Neutral	6	5	7	2	11
Disagree	38	39	35	29	43
Strongly Disagree	12	13	15	7	6
Don't Know	2	2	2	3	4
Refused	0	0	1	–	1

Table 38

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Reducing other state programs?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	4 %	4 %	7 %	3 %	3 %
Agree	36	39	31	27	36
Neutral	14	12	19	11	21
Disagree	33	34	30	32	30
Strongly Disagree	5	4	7	10	2
Don't Know	8	7	6	16	7
Refused	1	1	1	1	1

Table 39

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Raising tuition and admission fees?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	2 %	3 %	2 %	2 %	2 %
Agree	36	37	31	38	39
Neutral	6	6	6	1	6
Disagree	39	37	40	42	44
Strongly Disagree	13	14	16	13	7
Don't Know	3	3	3	5	2
Refused	0	0	1	–	–

Table 40

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Soliciting for private contributions?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	18 %	17 %	23 %	18 %	19 %
Agree	65	68	58	63	67
Neutral	3	2	6	–	4
Disagree	9	9	7	11	7
Strongly Disagree	2	2	2	3	1
Don't Know	2	2	2	4	1
Refused	1	1	2	–	0

Table 41

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Consolidating campus administrations? ***(Base - All Respondents)***

	Total	SC	IN	SW	SE
Strongly Agree	14 %	15 %	12 %	14 %	9 %
Agree	54	57	48	43	55
Neutral	7	5	12	4	11
Disagree	15	14	16	23	16
Strongly Disagree	2	2	4	4	2
Don't Know	8	7	8	12	7
Refused	0	0	1	–	–

Table 42

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Using surplus earnings of the permanent fund? ***(Base - All Respondents)***

	Total	SC	IN	SW	SE
Strongly Agree	9 %	9 %	8 %	10 %	10 %
Agree	40	36	40	47	51
Neutral	4	4	4	5	7
Disagree	32	37	28	21	23
Strongly Disagree	11	12	15	11	5
Don't Know	3	3	5	6	3
Refused	0	0	1	–	1

Table 43

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Implementing a special tax for higher education? ***(Base - All Respondents)***

	Total	SC	IN	SW	SE
Strongly Agree	3 %	3 %	3 %	1 %	1 %
Agree	29	26	32	31	35
Neutral	5	4	6	6	9
Disagree	47	50	40	41	46
Strongly Disagree	11	11	12	10	5
Don't Know	5	5	5	11	3
Refused	1	1	1	–	–

University of Alaska Funding Priorities

Respondents were asked to assign low, medium or high funding priorities to six specific objectives that would enhance the university's contribution to Alaskan life. The responses provide clear direction for prioritizing these items.

University Funding Priorities

- Providing effective vocational and job training
  High priority 75% *Low priority* 4%
- Supporting research that strengthens Alaska's economy
  High priority 64% *low Priority* 6%
- Providing educational opportunities similar to state universities in the lower 48
  High priority 51% *Low priority* 31%
- Increasing the number and variety of academic programs
  High priority 47% *Low priority* 10%
- Providing campus housing for students
  High priority 41% *Low priority* 13%
- Helping communities address public issues and social problems
  High priority 32% *Low priority* 26%

Alaskan households are providing a clear message that economic issues are the university's top priorities in their opinion. Economic priorities are followed by two academic priorities – being competitive and expanding the academic product. Third in line is a role for the university in social issues, but economics and academics come first, ahead of student housing needs (or more generally, capital projects) as well.

These priorities are fairly consistent among regions with only modest variations.

Table 44

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents) **Increasing the number and variety of academic programs?**

	Total	SC	IN	SW	SE
Low	10 %	11 %	9 %	7 %	5 %
Medium	35	34	38	35	41
High	47	45	47	51	50
Don't Know	7	9	5	7	3
Refused	1	1	1	–	–

Table 45

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . Providing campus housing for students? (Base - All Respondents)

	Total	SC	IN	SW	SE
Low	13 %	13 %	12 %	17 %	11 %
Medium	40	41	44	24	36
High	41	38	40	56	49
Don't Know	6	7	4	4	4
Refused	1	1	1	–	–

Table 46

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . Supporting research that strengthens Alaska's economy? (Base - All Respondents)

	Total	SC	IN	SW	SE
Low	6 %	6 %	4 %	8 %	5 %
Medium	27	28	23	29	25
High	64	62	71	60	68
Don't Know	3	3	2	4	2
Refused	1	1	1	–	1

Table 47

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . Providing effective vocational and job training? (Base - All Respondents)

	Total	SC	IN	SW	SE
Low	4 %	5 %	3 %	– %	2 %
Medium	17	16	23	19	15
High	75	75	72	79	82
Don't Know	2	3	1	1	1
Refused	1	1	2	1	1

Table 48

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Helping communities address public issues & social problems?

	Total	SC	IN	SW	SE
Low	26 % %	28 %	24 %	15 %	25 %
Medium	38	36	41	44	37
High	32	31	32	38	35
Don't Know	3	4	2	2	2
Refused	1	2	1	–	–

Table 49

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Providing educational opportunities similar to state Universities in the lower 48?

	Total	SC	IN	SW	SE
Low	6 %	5 %	7 %	11 %	8 %
Medium	31	29	35	35	30
High	51	52	51	44	55
Don't Know	10	12	6	11	5
Refused	1	2	2	–	1

Do you have any comments you would like to share with the University of Alaska?

Interior Northern Region (FAIRBANKS and Vicinity)

Suggestions and Comments

- Priority for funding should be for excellent teachers – more classes offered in evening – could include Internet and television. A lot of business courses offered in evening, need other offered to include other degrees. Education department needs help – University has isolated itself. How can you expect community support when backing is so bad, you're isolated.
- Real good job-use land to sell for funding
- Degree programs completed at same campus. (you need to be able to) Administration is being stripped and moved to Anchorage.
- Concentrate on educating young people, cut a lot of other things, get back to educating
- Keep the extension campuses open
- Review old school tax-also, in reference to UAF, don't let repairs, etc., accumulate, not a good way to run a University, upkeep, don't run things into the ground
- More problems to train people to deal with the handicapped
- Need to really look at the lower 48 colleges. You pay the administrators to much.
- Spend too much time in council finding problems versus picking one problem and solving it.
- Look at consolidation and waste. No increase of fees without an offset.
- Take better care of your buildings.
- You don't have time to write all of my comments!
- UAF could be great, but you need to increase funding.
- Lower administration overhead – stop placing burden on students – use land grant money.
- More international business and foreign language courses are needed.
- Incoming Freshman find the classes too easy and are treated like little kids.
- Bring the funding up to the level of down south – maintain the buildings you have, instead of building new ones.
- The University of Alaska can't survive any more cuts – If you continue to cut funding you loose teachers and students – maintain program quality.
- The UofA needs to provide a high quality of education.
- Run the University effectively.
- Need to spruce up the UAF campus. Really enjoy the wildlife program.
- Be more involved with the community. Support courses that relate to Alaska Area. Take a survey to find out what classes people want to take.
- The amount of money spent needs to be split among the campuses.
- You need to maintain your buildings better, other than that you're doing a fine job.
- In addition to more funding for programs, funding for basic infrastructure has to increased.
- Need dental, medical nursing, and more advanced teaching classes at Fairbanks campus.
- Continue going for more funding.
- Concerned about the cut-backs at the U of F.
- Wants to go to the U of F campus, but doesn't want to have to be put into the Master's Degree program to go to the higher up classes.
- I commend you for exploring all the questions/options within the survey.

- Get back to basics.
- Agree to increase funding if you don't use it for Salary increase. Insure Fairbanks remains the main campus! UAA is a community college and Fairbanks should be the main campus.
- Keep main campus in Fairbanks. Keep and reinstate our teaching program. Repair and maintain buildings.
- Gone and spent more dollars on teachers salaries than on building maintenance. You need people who are interested in Alaska. You have a fouled up mess. UofA used to be ranked quite high, need to get back there – you have over expanded.
- The community needs to support UofA – across the board (state).
- There is no parking for non-students. There is a desperate need for maintenance.
- Need to maintain buildings – cut administration – increase teaching deferred maintenance – dorms messy.
- Go to the legislature – tell them not to starve the University system.
- Better management of existing funds in order to get increased funding. Main location of administration should be in Fairbanks and Jr. Colleges available to the rest of the state.
- Make students pay off loans.
- You waste a lot of money on labor costs.
- Stick to your word. Do not build new buildings – strengthen maintenance and funding different management and clean your closet!
- Do not move classes to Anchorage.
- Remain at current levels depending upon administration concerns about Fairbanks administration – worse over the last five years.
- They need to strengthen the teaching programs and certification.
- Why doesn't this survey ask about funding for the Museum and Art Programs. (They did mention this in Q.11 also.)
- Program for low income and pay-back program.
- More academic classes because students go to the lower 48 to school.
- Legislature needs to put a lot of money into UofA. Focus on structure of campus – maintenance of buildings.
- Funding needs to go up. Lower funding means lower quality of education.
- Lower the tuition.
- The museum should not charge children to explore their facility.
- Administration problems and clean up their act for public – news too negative – consider public image.
- Don't want the U of Fairbanks moved to Anchorage. Would be a big mistake if only input was Anchorage.
- You'll increase dollars if you handle them correctly when you have them. You are getting too liberal to do a good job. You are getting to involved in social issues (gay rights, etc.).
- Wish for medical programs such as nursing and P.A. school and WX-Ray technician.
- Would like to see the university be more quality than quantity (# of campuses), few state administrators.
- State legislature needs to put more money into schools.
- You need a good nursing program.
- Increase funding with an assurance that the money is used at the student level not management. At UAF, classes the teachers are too close with the students and grades are inflated. Teachers need an arms length relationship not a social relationship with students. I feel UofA is biased on behalf of Native students. Grades are not given on a competitive basis.

- Funding is essential for keeping students in the State of Alaska.
- They are moving too many programs down to Anchorage.
- Increase funding for classes – cut money from administration.
- Failure with community colleges – cut down in Fairbanks funding – University of Fairbanks is sliding.
- University of Anchorage is getting too much support at the expense of Fairbanks and other campuses.
- It's criminal the way they're decreasing funding to the UofA.
- Night classes for upper level classes are needed – teacher certification program needed in Fairbanks – Deferred maintenance needs to be high priority.
- Work on improving existing programs rather than creating new ones.
- Build the university, bur be wise about spending (Example: community colleges)
- Get on the Internet.
- Don't move Fairbanks campus to Anchorage.
- UAF should remain mother campus, administration should be consolidated there, expand some programs and research needs continuous support. Corporate investment is OK but should be limited. Some programs are find now and some just need a little help (expansion) and some are capable of achieving excellence in the national picture rather than mediocrity.
- You're constantly re-inventing the wheel. Get legislature out of micro-managing the University.
- Need to make sure you can transfer credits from campus to campus.
- Reduce administration - cut chancellors. Juneau and Anchorage should be cut to community colleges.
- Need to attract resident students. Have reputation as homosexual school.
- Non-specific classes. Maintain emphasis on University of Alaska Fairbanks - cut down on branch campuses.
- Under funded for the last seven years, give money back to the University of Alaska.

Positive Comments (Interior Northern)

- I think they are doing a good job in a bad situation. Keep on trucking!
- Keep on trying to do a good job at employment.
- Keep up the good work.
- Good computer science program.
- Good job – but need more programs.
- Like the class sizes and teacher involvement.
- Keep going strong.

Negative Comments (Interior Northern)

- If they lose anymore accreditation he'll tell his grandson to go out of state
- I feel the cuts and reductions at UAF have drastically affected its ability to function as a university.
- Quit wasting money.
- Cut administration and upper classes. My permanent fund is mine (not UofA's). I'll give it to whom I want, when I want to.
- Administration overloaded. – Get more efficient teachers and less administration
- Catch up on maintenance – teachers are leaving – reputation is that university is run down.
- Education program *%#$@!
- I'm a Russian exchange student at UofA. They did away with tourism and the exchange program – very dissatisfied with U of F.
- Chancellor and others are overpaid and they are not being reduced or cut. You are cutting the lower paid people who work there.
- Disappointed in foreign language program.
- They should try to stop taking every penny from the students.
- Administration is too top heavy and the State isn't providing enough support.

Southcentral (Anchorage and Vicinity)

Suggestions and Comments

- University is very important-but need to do a better gob with Administration and heads of departments.
- There needs to be more cost effective ways to use the current level of funding. We are putting more and more money into education and getting less in return.
- Cut back administration overhead.
- A sound University system is the basis of a democracy with the current political system in not funding education is ludicrous. Ludicrous to close down the farm in Palmer. I think that with proper funding and guidance the UofA can be as good as any University out there. You need to see yourselves as a real University with tighter admittance standards. Less vocational – the community colleges should handle the vocational.
- Was a mistake when they eliminated community college. This led to a loss of community support.
- We need a non-denominational seminary here.
- Should go more "campus-style".
- Disappointed in tuition, needs to be available to all.
- Should have more sports for men and women – it teaches camaraderie.
- Need more community classes.
- Get their act together in the administration.
- Juneau University needs to be reduced to a Junior College in stead of a full University and the savings go to other branches of the University education.
- The State of Alaska needs to be doing a lot more to keep our kids here rather than having to go down south for their educational needs.
- You need to be more equal with the colleges down south. This would help keep our kids here in state – more vocation training is needed.
- Survey contains a lot of educational topics.
- Go for more money.

- Too much administration taking up too much money.
- Needs to be more efficient – less bureaucracy and student oriented.
- Need more classes for Seward.
- Need more vocational programs including a community college separate from the University.
- Cutting too many basic courses.
- Believes community should really get involved in working with the colleges.
- Desperately need more classes for rehabilitation services. Training not available.
- Remembers the school tax from years ago.
- Lower tuition please.
- The UofA needs to be up to standards of lower 48 expectations. Offer children higher educational opportunities so as to keep their talents-contributions in the State of Alaska.
- Increase the number of night classes, and selection.
- Student loan program should be for students attending UofA.
- Consolidate the administration and centralize in Anchorage - where the population is.
- Re-evaluate existing programs and amount of administration
- You need to look at why your back log of students are leaving. You are over-staffed. Many people are on leave. Study high school kids and find out why they are not interest in college or in UofA.
- All cities should start contributing to the UofA.
- Inmates should not receive grants – grants should go to high school students.
- Lot more Administration cut in Anchorage. More money to students and towards teaching
- Need to manage money better – need more parking
- Anchorage campus is OK, but Mat-Su needs upper division classes.
- There are things to consolidate costs and budget current funding.
- Need more discussion regarding extension programs.
- We would like to attend classes, but it is too expensive.
- Would like to see expansion at offerings on Kenai Peninsula - degree programs.
- Need more correspondence and distance classes, such as Internet.
- Cut extra classes like climbing
- Spend more money.
- You need to keep a tight reign on things. Vocational programs are important. Degree programs need to produce productive people.
- I am moving to Nome. CORR Fund should be increased cause problems-will have to move back to Anchorage-stop weeding out people-by testing
- Closing classes, keep pay about same don't reduce teacher pay
- Do 90% of schooling here instead of having to transfer out of state, would like them to prioritize specific degrees and get something going so kids can stay in this state.
- Keep trying to improve-Stop looking from aspect of money.
- Trying to be all things to all people is not going to happen.
- Disappointed at elimination community college system decentralization.
- Glad to find associate program in medical assistant(ry).
- Part-time is OK. Full-time UAA does not provide a quality product. Admin. is lousy unorganized, registration is difficult, priority should be at UAA because that's where the people are.
- Do more teaching job training skills.
- Need a four-year campus in Homer.

- Like ACC better than consolidation.
- Anchorage campus grown tremendously but Fairbanks still has more funding-resources should be equal
- Computer technology classes should teach skills applicable to contemporary business would
- Why have student athletics-school should be for education not play time. Many opportunities-cut out fluff classes
- Recognize UAA as main campus for University system
- Get rid of Admin over head concentrate on education
- Give more cultural importance/dance is important
- Have more native awareness (all cultures)
- No-Generally improve the entire system
- Increase knowledge and number of grants and scholarships
- Believes that strengthening the University at Anchorage is essential to development in the state. Need more funding for teachers to ensure a stronger core of teachers and less adjunct teachers
- Need more structured teaching instead of adjunct teaching
- Husband was looking for vocational training-had hard time with funding and supporting family-had to declare bankruptcy also had w/BIA loan they lost paper work
- Wants better all around program
- More aggressive with education-don't close down programs
- Get an RN program bridging the gap program
- Get rid of all these nickel and dime programs like basket-weaving and mountain climbing and get back to the basics of teaching.
- Get rid of classes like mountain climbing, utilize what money they have and how they ask for more later, stop wasting money
- No sales tax, no income tax, take permanent fund and make available for people to get an education, no taxes
- Doesn't stand out as significant University-no significant representation
- Pull your act together, get accredited, good Prof. but curriculum needs to be examined
- Split there vocational program from the 4 year University
- Small POP base-different to comp. w/outside school-focus on general education-specific to AK-not post graduate stuff
- Good luck
- Send catalogs!
- Get more variety.
- They should do a better job at teaching basics and cutting corners without being frivolous.
- Expand programs to smaller areas - offer full degrees (4-yr.) in Kenai.

Positive Comments (Southcentral)

- Thanks for better education!
- Keep up the good work. I hope you get your funding.
- Pretty good University for being so small.
- Think that they are doing a good job.
- I am glad you are doing this, I finally have a voice.
- I think it's an excellent program – great instructors.
- I think you are doing a good service for the community.
- I enjoyed the courses I took, the instructors were very good.

- My daughter and my brother-in-law were both quite pleased with the time they were there.
- Appreciate the "bush" services, they're very important.
- Very thankful for the UofA.
- Happy it's here, needs more state funding.
- Thinks the UofA does the best they can with what they have, UAS degree from there and happy with past experience with the UofA.
- Good job-good for all classes (financial) Bring community together with art, entertainment and sports.
- Good – they have come a long way!
- Under-graduate classes at UAS - Good!
- Doing a good job!
- A great system. Good people and programs. We just need more good people and programs.
- Good academics when I was there. They just need to keep doing that.

Negative Comments (Southcentral)

- Reason for not encouraging child to attend UAA – would like her child to be around more people her own age. Believes UAA students are mostly older people.
- Not getting enough community support.
- Get your act together, teach courses that deal with reality.
- They did an appalling job in response to the Ptarmigan situation. If they handle all their situations like that then they are a lousy University.
- Teachers should teach not worry about paychecks.
- Poor job administration problems
- Bad advisors need to take job more serious
- Very much over administered, administration over paid to leftist in thinking association with flight school is a public embarrassment. Aero-tech poor reputation damaging University's prestige
- More academic instead of being to accommodating native students
- Get a clue!
- Follow-Up was bad.
- Too much administration, not student friendly
- Visiting there quite often I was disappointed with the attitude of the officials. They were blind sided and narrow minded with their attitudes.
- Cutting frivolous spending. You can cut the sports programs.
- Cut management - you are atop heavy - you are a good school.
- Two campuses fight back and forth
- Attitude problem at University, they find 100 reasons to do stuff neg. view one tenure is granted they teach few credits and that's ridiculous
- UAA is not user friendly. They over price their textbooks to the extreme
- Poor stewards of money – irresponsible in money use, specific areas need to be focused on and improved

Southwestern Region (Kodiak and Vicinity)

- Don't want to see small town colleges disappear.
- Need more graduate studies programs.
- Hate to see budget cuts for UofA – also needs more advertising for distance courses.
- Maintain what we have instead of spreading thin – maintain good relationship with clientele with out-reach programs, keep good relationship between staff, administration and students.
- Cut spending and administration costs.
- Upgrade campus in Bethel – No more budget cuts.
- Very important campus stays open - we need it.
- Physicians assistant and chemistry classes are needed.
- Alaska should make distances programs stronger. Concerned about the loss of the Education Program.
- If the University is going to continue to raise tuition don't do it every year, but every 2 to 3 years.
- Do not cut funding, make education the biggest priority and the best there is.
- Put money into distance education, on-line classes and correspondence.
- Put the funding and administration were the people are.
- Implement more satellite classes.
- Instead of students working - no students on financing - all professional people in enrolling.
- Library science sand medical engineering. Bring things into Alaska, don't send out of state. Have people come into our community to teach classes.
- Send more information to the school district.
- Would like to know more about the Juneau campus.
- Would be interested in courses via Internet or nay other media to Cordova.
- Really disagree with cutting the satellite program to outlying areas.
- Tell the kids they need to take the S.A.T.'s and follow through with helping all the kids to succeed.

Positive

- Glad you're there - good luck.
- Keep up the good work (2)
- Doing a good job.
- They (UofA) are doing a good job.

Negative

- Too top heavy in administration.

Southeastern Region

Suggestions and Comments

- Hit on a lot of valid points in your survey. Good to help out with the community too (ref.Q.16e) On right track for budgeting.
- Offer workshops for new lower 48 teachers to learn more about native culture
- Unnecessary and detrimental for the new Bachelor of Human services. Funding could be used for other needed classes. BSW/MSW already exist.
- Cut administration salaries before thinking of taxing others.
- Education is something we really need to look at and need to expand with availability of more and better classes.
- Some of the community schools classes are just as important as academic degrees. (i.e. wood working classes, community culture classes) They should not have funding cut.
- They need to open up opportunities for high students, dual credit classes.
- Should sell the land that is not being developed statewide.
- Too expensive, need a JR College. Need to make education more obtainable to the average income person.
- Get more money from permanent fund.
- Need to cut administration costs, more state-wide audits and increase usage for classified employees and lover level staff and these people should organize a union.
- Juneau campus administration is larger than needs to be and too highly paid. Narrow minded administration of programs that are needed (i.e. music/liberal arts/have done nothing to support growth in graduate programs. Also- curriculum overdone.
- Hope that they have high morals.
- Should be as little more liberal with their catalogues.
- Need more funding for arts and music programs
- Should have a bigger variety of classes.
- Major loss of the music program.
- Need a sports program
- Pay support staff well - work on course offerings severely.
- The UAS made a mistake with doing away with the early childhood development program.
- Open library at UAS 7 days a week 24-hours a day.
- Better library hours, open more often.
- Library should get increased support.
- It's too bad the state doesn't value education more highly (no taxes = no money to spend on priorities)
- Get out of real estate business.
- Every time they raise tuition, I lose interest in attending.
- Need hands on class room, field trip type of training.
- Pay more attention to vocational training.
- Quality should match funding.
- Trimming administration - less farming out of school services.
- Would like to expand curriculum so students can sty in state.
- It would help to have more technical programs - telecommunications, fiber optics, technical engineering at the post-graduate level.
- Very expensive, it's cheaper down south including the airfare.

- Would like the arts program not being cut.
- Should have a lottery (funding source) to fund Alaska colleges.
- Very distressed about UAF problem with accreditation - as I interpret newspaper - *Sitka Sentinel* - article regarding teachers.
- I hope they get more courses dealing with environment and more timely notification (advance notice) so I can apply for funding from my Native corporation.
- Offer advanced classes.
- Would like to see a 4-year degree offered at Sitka campus.
- Need more money in Ketchikan
- (UofA) should solicit out of state it's tax deductible.
- Ketchikan needs more technical and vocational education (especially welding and diesel)
- State should fund college, every kid should be able to go.
- UofA should hire and maintain more full time faculty.
- Try and get better professors.
- Different correspondence classes would be great.
- More programs needed – summer school.
- University not keeping up – need more vocational courses so kids can get a job and stay in Alaska.
- Need more computer classes, diesel mechanics and machinists.
- Revive the old "school tax" which everyone paid with first check. Have scholarships to UofA for top 10% of all graduating seniors and local collages. Need the following classes – vocational, machinists, diesel mechanics, mining, fishing, and auto mechanics.
- UofA seems to be doing a good job, but would like to encourage more vocational courses, especially the building trades.
- Offer classes appropriate to area, marine science, environmental sciences. Important that Alaskans have the opportunity to study close to home. Possibly fewer but stronger programs.
- Sports – should offer higher quality sports programs. Don't tell students UofA has program if not available (I had signed up for class and moved to Juneau and at registration found out class in real estate was not available.
- I realize that UofA is going through tough financial times, but they need to keep local extension classes as well as campus at Sitka, Ketchikan and Juneau.
- Set up endowment for education fund. UofA lands program – needs to get act together and start using some of the money from the land sale.
- Need better music program in Juneau, need more extension service classes in Craig.
- Improve overall quality of educational standards similar to the lower 48 states.
- Need training for Marine technical field. Diesel mechanics for boats.
- Although it was a while ago, the Fairbanks campus did not offer a suitable program for my needs and the program and housing was not available at other campus as far as I know.
- Encourage more vocational and special programs that help us develop skills – useful in job market.
- Schooling needs to be more streamlined and pertinent to jobs and work force in Alaska – from world wide marketing to fisheries, including diesel mechanics for boats – help build self esteem and job skills so won't end up on welfare – classes on abuse (substance and of people).
- UofA should play a bigger part in education of Alaskan students, (especially in Metlakatla) students have to go "south" can't afford housing – also free tuition and more job training in certain schools.
- Need to improve facilities and address the needs of Alaskan students.
- More computer programs (Internet) - can down-load information.
- UofA important to Alaska - Keep up accreditation.

Positive (Southeastern)

- Keep up the good work!
- Experience with UAS was wonderful.
- Classes I have taken are excellent, especially the liberal arts department.
- If it wasn't for the UofA, Alaskans would still be in the stone age. I am grateful for all the campuses.
- Library is great - campus is beautiful
- Keep up the good work! –> *3 mentions*
- Doing a pretty good job.
- UofA doing OK.
- We need you!
- Glad they (UofA) are there.
- Doing a good job, had really good class in Sitka.
- I'm happy with and support the university.
- Good job!
- Keep up the good work!
- Very impressed, took management class and started a business.
- Impressed with improvements – with expanding
- Cooperative extension service is doing a good job especially with Marine project.
- UofA doing a good job.

Negative (Southeastern)

- I would not encourage daughter to attend because of name recognition and the strength of the alumni.
- Ludicrous the way schedules are done. In attempting to sign up for class, not enough people, class canceled.
- Cut administration
- The university has a reputation of being an overpriced Junior College.
- Administration in Anchorage is to much into money and energy into itself – put it into vocational training so kids can stay in state and earn a living.
- It has major problems, administration timely - top heavy, reinstate community colleges.
- Friends teach part-time, say Ketchikan administration is awful, preserve their own jobs, don't help teachers.
- Main problems ties with community, racism, class bias, eliminating prejudice against youth questionnaire is asking wrong questions. What would Carl Sagen, Arman Hammer, and Harry Bridges and Mother Jones think that people needed to know how to get in dialogue with the community.

In your opinion, how important is the University of Alaska programs and services to the state of Alaska?

	Total	SC	IN	SW	SE
Very Important	74 %	69 %	81 %	79 %	80 %
Important	21	25	16	17	15
Neutral	2	1	3	–	1
Not Important	1	2	0	–	1
Not at all Important	0	0	–	–	–
Don't Know	2	3	0	4	3
Refused	0	0	–	–	–

Notes: SC--South Central, IN-Interior Northern, SW-Southwest, SE-Southeast

Have you, other family, or household members taken any on campus class or distance course from the University of Alaska?

	Total	SC	IN	SW	SE
Yes	76 %	77 %	76 %	69 %	75 %
No	24	23	24	29	25
Refused	0	–	–	1	–
Don't Know	0	1	–	–	–

As a full-time or part-time student? (Base - "Yes" prior UofA attendance)

	Total	SC	IN	SW	SE
Full-Time	52 %	53 %	63 %	48 %	38 %
Part-Time	66	67	54	72	74
Don't Know	0	–	1	–	–
Refused	1	–	6	–	1

Which campus(es) or medial did you take classes? (Base - "Yes" prior UAA attendance)

	Total	SC	IN	SW	SE
Anchorage	53 %	80 %	10 %	24 %	11 %
Fairbanks	29	14	80	34	12
Juneau	8	2	3	3	44
Kenai	5	8	1	–	–
Mat-Su	4	7	–	–	–
Sitka	3	1	–	3	17
Correspondence	3	2	4	9	2
Ketchikan	3	–	–	–	22
Kodiak	2	0	–	24	–
Bethel	2	–	–	19	–
Valdez	1	1	1	–	–
Kotzebue	1	0	–	7	–
Television	1	1	–	3	–
Tanana Valley	0	–	1	–	–
Palmer	0	0	–	–	–
Interment/Audio	0	–	1	–	–
Video	0	–	–	2	–
Other	6	3	9	10	12
Don't Know	1	0	1	5	–
Refused	1	1	2	2	–

How satisfied were you with the quality of education received? (Base - "Yes" prior UofA attendance)

	Total	SC	IN	SW	SE
Very Satisfied	37 %	32 %	41 %	49 %	43 %
Satisfied	46	47	44	41	49
Neutral	6	7	7	1	4
Not Satisfied	4	5	3	3	3
Not at all Satisfied	2	3	1	–	–
Don't Know	4	4	1	5	2
Refused	1	2	2	–	–

How likely is it that you or others in your household will attend University of Alaska campuses in the next five years?
(Base - All respondents)

	Total	SC	IN	SW	SE
Very Likely	31 %	29 %	29 %	41 %	34 %
Likely	18	15	17	27	25
Neutral	11	11	11	8	9
Not Likely	15	13	20	10	16
Not at all Likely	18	24	13	5	8
Currently Attending	4	3	8	3	5
Don't Know	2	1	1	6	3
Refused	1	2	0	1	–

If you or other family members were to attend classes-which times are most convenient?
(Base - Those likely to attend or currently attending UofA)

	Total	SC	IN	SW	SE
Weekday Mornings	29 %	30 %	22 %	33 %	26 %
Weekday Afternoons	25	26	30	29	12
Weekday Evenings	55	58	47	42	62
Weekends	15	13	20	15	17
Sundays Only	1	1	1	3	2
Saturdays Only	4	4	4	3	4
Other(Summer School)	1	1	–	–	1
Don't Know	14	12	16	24	7
Refused	3	3	4	2	1

How does your household currently learn about educational programs offered at the University of Alaska?
(Base - All respondents)

	Total	SC	IN	SW	SE
Mail (Brochures Sent)	48 %	45 %	41 %	60 %	67 %
Newspaper	26	25	31	33	24
Friends/Family	18	18	23	20	9
Television	8	9	5	19	6
Radio	5	3	7	8	8
Interment	4	4	5	7	1
At the University	3	1	4	–	9
Other	15	18	7	12	10
Refused/Don't Know	2	3	1	–	–

Do you have children who are currently attending elementary, middle or high school?
(Base - All respondents)

	Total	SC	IN	SW	SE
Yes	39 %	38 %	34 %	52 %	41 %
No	60	61	66	46	58
Don't Know/Refused	0	0	1	–	–

Would you strongly encourage, encourage, somewhat discourage or strongly discourage them attending the University of Alaska?
(Base - Households with school age children)

	Total	SC	IN	SW	SE
Strongly Encourage	26 %	20 %	38 %	39 %	24 %
Encourage	56	58	49	52	58
Discourage	6	7	7	5	7
Strongly Discourage	3	5	–	–	2
Don't Know	7	8	3	7	11
Refused	1	1	2	–	–

Which campus would you encourage your child/children to attend?
(Base - Households with school age children encouraging UofA attendance)

	Total	SC	IN	SW	SE
Anchorage	39 %	56 %	10 %	30 %	11 %
Fairbanks	23	7	69	50	9
Juneau	6	1	2	2	36
Mat-Su	2	3	–	–	–
Sitka	1	–	–	2	7
Ketchikan	1	–	–	–	7
Valdez	1	1	–	–	–
Palmer	1	2	–	–	–
Kenai	0	0	–	–	–
Kodiak	0	–	2	2	–
Other	2	1	2	2	2
Don't Know	11	9	10	18	16
Refused	18	22	13	9	20

Overall, how would you rate the quality of education offered by the University of Alaska?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Excellent	16 %	14 %	17 %	23 %	20 %
Good	51	55	48	35	53
Fair (Neutral)	19	17	22	29	14
Not So Good	3	3	3	1	2
Poor	2	3	3	–	2
Don't Know	8	9	6	12	9
Refused	0	–	1	–	–

Comparing other state colleges around the country with the University of Alaska, would you say the quality of education at the University of Alaska is . . . .
(Base - All Respondents)

	Total	SC	IN	SW	SE
Much Better	3 %	2 %	3 %	5 %	4 %
Better	15	12	18	13	22
About the Same	43	41	45	55	37
Worse	12	15	9	2	10
Much Worse	2	2	2	1	1
Don't Know	25	27	21	22	26
Refused	0	0	1	–	1

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Vocational or technical education?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	2 %	3 %	2 %	1 %	1 %
Same	13	11	17	15	11
Greater	80	81	77	81	85
Don't Know	5	6	5	2	2
Refused	0	–	1	–	–

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Liberal arts like English, Psychology, Sociology?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	13 %	14 %	12 %	10 %	12 %
Same	39	36	37	45	47
Greater	41	42	44	36	36
Don't Know	8	8	7	10	4

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Professional programs like engineering, nursing, teacher training?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	2 %	2 %	3 %	1 %	3 %
Same	15	15	16	14	15
Greater	78	77	79	81	80
Don't Know	4	6	2	4	2

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Graduate education for master's & doctoral degrees?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	4 %	3 %	4 %	4 %	5 %
Same	24	21	28	29	29
Greater	64	67	64	56	57
Don't Know	8	9	5	12	8

Over the next ten years, do you think the need will be greater, about the same, or less for the following programs . . . . **Continuing professional education for people already employed?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Less	2 %	1 %	3 %	2 %	1 %
Same	19	17	23	24	22
Greater	73	75	69	65	75
Don't Know	5	6	6	7	3
Refused	0	1	–	–	–

Do you think there are specific programs/classes which should be offered at the University of Alaska, but are not?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	24 %	31 %	9 %	25 %	18 %
None/No	76	69	91	74	82

Which classes or programs should be offered?
(Base - Those who responded "yes")

	Total	SC	IN	SW	SE
Vocational Classes	22 %	21 %	6 %	33 %	30%
Medical/Nurse	21	18	38	33	15
Computer	11	10	–	10	35
Social Sciences	7	9	6	–	5
Graduate Programs	7	9	6	–	–
Sciences (Physical)	6	4	6	14	15
Law/Legal	6	7	6	–	–
Engineering	5	6	6	–	10
Veterinarian	5	7	–	–	–
Computer Programming	5	3	–	14	15
Business/Finance	5	4	6	5	10
Education/Teachers	5	2	31	–	5
Dental	4	1	–	24	5
History	2	1	–	14	–
Foreign Languages	1	–	6	10	5
Physical Education	1	1	6	5	–
Library Science	1	1	6	5	–
English	1	1	6	5	–
Music	1	1	–	–	5
Math/Economics	1	–	6	5	–
Liberal/Fine Arts	1	1	6	–	–
Architecture	0	–	–	–	5
Other	16	21	–	5	5
Don't Know	2	3	–	–	–

Would you or others in the household be interested in classes Via. . . . Audio?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	32 %	30 %	25 %	46 %	36 %
Maybe	14	11	16	23	15
No	51	56	54	25	46
Don't Know	3	3	5	5	2
Refused	0	–	1	–	–

Would you or others in the household be interested in classes Via. . . . Internet?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	42 %	39 %	42 %	48 %	54 %
Maybe	15	13	19	19	13
No	41	46	37	30	32
Don't Know	2	2	1	2	2
Refused	0	–	1	1	1

Would you or others in the household be interested in classes Via. . . . Video?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	40 %	40 %	34 %	50 %	46 %
Maybe	17	14	23	23	17
No	41	44	41	26	34
Don't Know	2	2	1	1	2
Refused	0	–	1	–	–

Would you or others in the household be interested in classes Via. . . . **Television?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	42 %	43 %	33 %	45 %	48
Maybe	14	12	18	19	15
No	42	43	45	32	35
Don't Know	2	2	3	2	1
Refused	0	–	1	1	–

Would you or others in the household be interested in classes Via. . . . **Correspondence?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	39 %	39 %	33 %	45 %	48 %
Maybe	14	10	23	19	12
No	45	49	42	33	39
Don't Know	2	2	2	2	1
Refused	0	–	1	–	–

Would you or others in the household be interested in classes Via. . . . **CD ROM?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Yes	40 %	40 %	36 %	40 %	49 %
Maybe	14	10	20	25	15
No	43	47	41	31	35
Don't Know	3	3	2	2	2
Refused	0	–	1	–	–

Should state funding for the University of Alaska be increased, decreased or should it remain at current levels?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Increase	64 %	61 %	68 %	74 %	68 %
Remain at Current Levels	22	24	19	17	22
Decrease	2	3	2	–	1
Don't Know	11	12	10	8	9
Refused	0	0	1	1	–

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Education?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	2 %	2 %	4 %	– %	2 %
Medium	16	18	15	10	15
High	79	76	80	87	83
Don't Know	2	2	1	4	1
Refused	1	1	–	–	1

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Crime Prevention, Protection & Prisons?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	9 %	9 %	7 %	10 %	9 %
Medium	35	32	36	43	45
High	52	55	54	42	44
Don't Know	3	3	3	5	1
Refused	1	1	1	–	–

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Construction of New Roads and Highways?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	18 %	15 %	22 %	20 %	23 %
Medium	45	44	46	55	46
High	35	40	28	24	30
Don't Know	1	1	4	1	–
Refused	0	1	1	–	–

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Support to Local Governments?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	21 %	22 %	22 %	20 %	17 %
Medium	56	60	51	50	55
High	18	14	21	24	25
Don't Know	4	4	6	6	2
Refused	1	1	1	–	1

Please Rate the priority for funding as high, low or medium for the following state funded programs . . . . . **Health and Social Services?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Low	11 %	12 %	11 %	10 %	9 %
Medium	35	36	34	35	34
High	50	49	51	51	55
Don't Know	3	4	3	4	1
Refused	1	1	1	–	–

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Raising tuition and admission fees?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	2 %	3 %	2 %	2 %	2 %
Agree	36	37	31	38	39
Neutral	6	6	6	1	6
Disagree	39	37	40	42	44
Strongly Disagree	13	14	16	13	7
Don't Know	3	3	3	5	2
Refused	0	0	1	–	–

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Approving a state income tax?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	6 %	7 %	5 %	6 %	4 %
Agree	32	30	33	39	33
Neutral	3	3	4	–	8
Disagree	39	41	37	34	41
Strongly Disagree	16	16	18	14	11
Don't Know	3	3	2	7	2
Refused	0	0	1	–	0

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Approving a state sales tax?
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	4 %	5 %	4 %	4 %	3 %
Agree	38	36	38	55	32
Neutral	6	5	7	2	11
Disagree	38	39	35	29	43
Strongly Disagree	12	13	15	7	6
Don't Know	2	2	2	3	4
Refused	0	0	1	–	1

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Reducing other state programs?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	4 %	4 %	7 %	3 %	3 %
Agree	36	39	31	27	36
Neutral	14	12	19	11	21
Disagree	33	34	30	32	30
Strongly Disagree	5	4	7	10	2
Don't Know	8	7	6	16	7
Refused	1	1	1	1	1

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Raising tuition and admission fees?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	2 %	3 %	2 %	2 %	2 %
Agree	36	37	31	38	39
Neutral	6	6	6	1	6
Disagree	39	37	40	42	44
Strongly Disagree	13	14	16	13	7
Don't Know	3	3	3	5	2
Refused	0	0	1	–	–

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . **Soliciting for private contributions?**
(Base - All Respondents)

	Total	SC	IN	SW	SE
Strongly Agree	18 %	17 %	23 %	18 %	19 %
Agree	65	68	58	63	67
Neutral	3	2	6	–	4
Disagree	9	9	7	11	7
Strongly Disagree	2	2	2	3	1
Don't Know	2	2	2	4	1
Refused	1	1	2	–	0

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Consolidating campus administrations? *(Base - All Respondents)*

	Total	SC	IN	SW	SE
Strongly Agree	14 %	15 %	12 %	14 %	9 %
Agree	54	57	48	43	55
Neutral	7	5	12	4	11
Disagree	15	14	16	23	16
Strongly Disagree	2	2	4	4	2
Don't Know	8	7	8	12	7
Refused	0	0	1	–	–

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Using surplus earnings of the permanent fund? *(Base - All Respondents)*

	Total	SC	IN	SW	SE
Strongly Agree	9 %	9 %	8 %	10 %	10 %
Agree	40	36	40	47	51
Neutral	4	4	4	5	7
Disagree	32	37	28	21	23
Strongly Disagree	11	12	15	11	5
Don't Know	3	3	5	6	3
Refused	0	0	1	–	1

If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges. . . . . Implementing a special tax for higher education? *(Base - All Respondents)*

	Total	SC	IN	SW	SE
Strongly Agree	3 %	3 %	3 %	1 %	1 %
Agree	29	26	32	31	35
Neutral	5	4	6	6	9
Disagree	47	50	40	41	46
Strongly Disagree	11	11	12	10	5
Don't Know	5	5	5	11	3
Refused	1	1	1	–	–

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Increasing the number and variety of academic programs?

	Total	SC	IN	SW	SE
Low	10 %	11 %	9 %	7 %	5 %
Medium	35	34	38	35	41
High	47	45	47	51	50
Don't Know	7	9	5	7	3
Refused	1	1	1	–	–

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Providing campus housing for students?

	Total	SC	IN	SW	SE
Low	13 %	13 %	12 %	17 %	11 %
Medium	40	41	44	24	36
High	41	38	40	56	49
Don't Know	6	7	4	4	4
Refused	1	1	1	–	–

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Supporting research that strengthens Alaska's economy?

	Total	SC	IN	SW	SE
Low	6 %	6 %	4 %	8 %	5 %
Medium	27	28	23	29	25
High	64	62	71	60	68
Don't Know	3	3	2	4	2
Refused	1	1	1	–	1

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Providing effective vocational and job training?

	Total	SC	IN	SW	SE
Low	4 %	5 %	3 %	– %	2 %
Medium	17	16	23	19	15
High	75	75	72	79	82
Don't Know	2	3	1	1	1
Refused	1	1	2	1	1

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Helping communities address public issues & social problems?

	Total	SC	IN	SW	SE
Low	26 % %	28 %	24 %	15 %	25 %
Medium	38	36	41	44	37
High	32	31	32	38	35
Don't Know	3	4	2	2	2
Refused	1	2	1	–	–

Please indicate if they should receive high, medium, or low funding priority be the University. . . . . (Base - All Respondents)

Providing educational opportunities similar to state Universities in the lower 48?

	Total	SC	IN	SW	SE
Low	6 %	5 %	7 %	11 %	8 %
Medium	31	29	35	35	30
High	51	52	51	44	55
Don't Know	10	12	6	11	5
Refused	1	2	2	–	1

Gender?

(Not asked - interviewer instructed to determine by respondent's voice only)
(Base - All respondents)

	Total	SC	IN	SW	SE
Male	44 %	44 %	44 %	48 %	43 %
Female	54	55	51	51	54
Not Sure	2	1	5	1	4

What category best describes your age group?

(Not asked - interviewer instructed to determine by respondent's voice only)
(Base - All respondents)

	Total	SC	IN	SW	SE
18 To 24 Years	9 %	9 %	11 %	8 %	8 %
25 To 34 Years	18	19	14	21	15
35 To 44 Years	28	26	30	29	32
45 To 54 Years	24	23	24	28	28
55 To 64 Years	11	12	14	8	9
Over 65 Years	9	11	7	5	8

How long have you been a resident of Alaska?
(Base - All respondents)

	Total	SC	IN	SW	SE
1 to 2 Years	6 %	6 %	4 %	7 %	6 %
3 To 5 Years	5	4	6	4	12
6 To 10 Years	10	11	6	11	12
11 To 20 Years	22	21	23	29	23
More than 20 Years	56	58	61	49	47
Refused	0	0	0	–	–

What is the highest level of education you had the opportunity to complete (Including technical training, vocational education, and professional certificates)?
(Base - All respondents)

	Total	SC	IN	SW	SE
Less Than High School	0 %	– %	– %	1 %	– %
Some High School	4	3	3	12	5
High School Diploma/GED	16	15	21	20	13
Some College/Tech Training	14	15	11	10	18
Vocational Certificate	3	2	5	6	5
AA (Associates Degree)	4	5	3	6	4
2 To 4 Years College	22	25	20	12	20
Bachelor's Degree	21	22	19	21	17
Master's Degree	10	9	11	11	12
Professional Cert.(PE/EE/CE)	2	1	2	1	5
Doctorate Degree PH. D.	2	2	3	–	2
Not Sure	0	1	1	–	–
Refused	1	1	1	1	–

What race do you consider yourself?
(Base - All respondents)

	Total	SC	IN	SW	SE
White/Caucasian	79 %	84 %	73 %	67 %	78%
Alaska Native/ American Indian	11	7	15	29	13
Hispanic	1	1	2	–	2
Asian/Pacific Rim/ Hawaiian	1	1	1	2	2
Black/Afro American	1	1	2	–	–
Other	1	0	1	1	1
Not Sure	0	0	1	1	1
Refused	5	6	6	1	3

Which best descries your combined household annual income prior to taxes for 1996?
(Base - All respondents)

	Total	SC	IN	SW	SE
Under $25,000	16 %	15 %	21 %	19 %	13 %
$25,000 To $50,000	30	29	32	30	31
$50,000 To $75,000	20	18	23	17	25
$75,000 To $100,000	12	12	9	17	14
$1000,000 Or Over	8	10	3	7	7
Not Sure	2	2	2	2	5
Refused	12	14	11	8	5

PHONE #_____ Survey #_____
Interviewer Name_____ DATE_____

23. GENDER? 1❑ Male 2❑ Female 8❑ Not sure (DO NOT ASK)

Hello, this is _____with the McDowell Group in Juneau. We are in the process of gathering community opinions about the University of Alaska and funding options for higher education in Alaska. If this is a convenient time, we would like to ask you a few questions about this important issue.

1. FIRST, what category best describes your age group? -- is it . . .

1❑ Under 18 Years of Age **(ask for adult, if none, end survey)**
2❑ 18 - 24 Years
3❑ 25 - 34 Years
4❑ 35 - 44 Years
5❑ 45 - 54 Years
6❑ 55 - 64 Years
7❑ Over 65 Years

2. How long have you been a resident of Alaska?

1❑ 1 to 2 years *(clarify residency)*
2❑ 3 to 5 years
3❑ 6 to 10 years
4❑ 11 to 20 years
5❑ More than 20 years
9❑ Refused

3. In your opinion, how important is the University of Alaska programs and services to the State of Alaska? (read responses 1 through 5)

1❑ very important
2❑ important
4❑ not important
5❑ not at all important
3❑ Neutral
8❑ Don't Know
9❑ Refused

4. Have you, other family, or household members taken any on campus class or distance course from the University of Alaska? .

1❑ YES—**4a. As a full-time or part-time student?**

01❑ Full-time 02❑ Part-time 98❑ Don't Know 99❑ Refused

——>**4b. Which Campus(es) or media did you take classes?**

01❑ Anchorage	06❑ Sitka	11❑ Kotzebue	16❑ Correspondence
02❑ Fairbanks	07❑ Ketchikan	12❑ Kodiak	17❑ Video
03❑ Juneau	08❑ Tanana Valley	13❑ Bethel	98❑ Don't Know
04❑ Kenai	09❑ Valdez	14❑ Television	99❑ Refused
05❑ Mat-Su	10❑ Palmer	15❑ Internet/Audio	

97❑ other:(TOK/Delta Jnc./Nome - N.W College/Craig, Metlakatla, Petersburg, Dillingham, Bristol Bay, Extension Courses)

4c. How satisfied were you with the quality of education received?. . . . (read responses 1 through 5)

1❑ Not at all Satisfied
2❑ Not Satisfied
3❑ Neutral
4❑ Satisfied
5❑ Very Satisfied
8❑ Don't Know
9❑Refused

2❑ **NO**
9❑ Refused
8❑ Don't Know

5. How likely is it that you or others in your household or family will attend University of Alaska campuses in the next FIVE years? . . . . (read responses 1 through 5)

1❑ not at all likely ——→ 8❑ Don't Know ——→ Continue directly to #6

2❑ not likely ——→ 9❑ Refused ——→ Continue directly to #6

3❑ May/may not attend (neutral)

4❑ likely

5❑ very likely

6❑ **Currently Attending**

5a. If you or other family members were to attend classes–Which times are most convenient? (PROMPT)

7❑ **Other** - summer school

1❑ weekday mornings 3❑ weekday evenings 5❑ Sundays only 8❑ Don't know

2❑ weekday afternoons 4❑ weekends 6❑ Saturdays only 9❑ Refused

5b. Would (is) attendance be on a full-time or part-time basis?

1❑ full-time 2❑ part-time 8❑ Don't Know 9❑ Refused

6. How does your household currently learn about educational programs offered at the University of Alaska?

1❑ mail (brochures sent) 3❑ television 5❑ radio

2❑ friends/family 4❑ newspaper 6❑ Internet 9❑ Refused/Don't Know

8❑ OTHER (Mall booth/school counselor/phoned UofA) 7❑ AT THE UNIVERSITY (attend/work there)

7. Do you have children who are currently attending elementary, middle or high school?

1❑ YES 2❑ No ——→ *Go directly to Question #8*

7a. Would you strongly encourage, encourage, somewhat discourage or strongly discourage them attending the University of Alaska? (read responses 1 through 4)

3❑ discourage ——→ 8❑ Don't Know ——→ *Go directly to Question #8*

4❑ strongly discourage ——→ 9❑ Refused ——→ *Go directly to Question #8*

1❑ strongly encourage

2❑ encourage

7b. Which campus would you encourage your child/children to attend?

01❑	Anchorage	06❑	Sitka	11❑	Kotzebue	16❑	Correspondence
02❑	Fairbanks	07❑	Ketchikan	12❑	Kodiak	17❑	Video
03❑	Juneau	08❑	Tanana Valley	13❑	Bethel	98❑	Don't Know
04❑	Kenai	09❑	Valdez	14❑	Television	99❑	Refused
05❑	Mat-Su	10❑	Palmer	15❑	Internet/Audio		

97❑ other: _____ (specify)

8. Based upon information you have from either attending college here in Alaska or what you may have heard from others . . . . . overall, how would you rate the quality of education offered by the University of Alaska? Is that . . . . (read responses 1 through 5)

1❑ poor 3❑ fair (neutral) 5❑ excellent

2❑ not so good 4❑ good 8❑ Don't Know 9❑ Refused

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9. Comparing other state colleges around the country with the University of Alaska, Would you say the quality of education at the University of Alaska is . . . . (read responses 1 through 5)

1❑ much worse 3❑ about the same 5❑ much better
2❑ worse 4❑ better 8❑ Don't Know 9❑ Refused

10. Over the next ten years, do you think the need will be greater, about the same, or less for the following programs. . . . .(ROTATE PROGRAMS)

	Less	Same	Greater	D/K	Ref.
a. Vocational or technical education?	1❑	2❑	3❑	8❑	9❑
b. Liberal arts like English, psychology, sociology?	1❑	2❑	3❑	8❑	9❑
c. Professional programs like engineering, nursing, teacher training?	1❑	2❑	3❑	8❑	9❑
d. Graduate education for master's & doctoral degrees?	1❑	2❑	3❑	8❑	9❑
e. Continuing professional education for people already employed ?	1❑	2❑	3❑	8❑	9❑

11. Do you think there are specific programs/classes which should be offered at UofA campuses, but are not? (Do not read list) If yes, ASK which one(s)?

01❑ Medical/Nurse 04❑ Business/Finance 07❑ Drama-Acting 98❑ Not sure at this time
02❑ Dental 05❑ Computer 08❑ Audio classes 99❑ Refused
03❑ Veterinarian 06❑ Comp. Programm'g 09❑ Music 13❑ **Vocational Classes**
10❑ Architecture 11❑ Graduate Programs 12❑ Engineering 14❑ **Sciences (Physical)**
15❑ Social sciences 16❑ Foreign Languages 17❑ Education/Teachers 18❑ Math/Economics
19❑ History 20❑ Liberal/Fine arts 21❑ Law/Legal 22❑ Physical Education
23❑ Library Science 24❑ English 97❑ Other:_____

12. Would you or others in the household be interested in classes VIA . . . . . .

	Yes	Maybe	No	D/K	R
a. audio?	1❑	2❑	3❑	8❑	9❑
b. Internet?	1❑	2❑	3❑	8❑	9❑
c. video?	1❑	2❑	3❑	8❑	9❑
d. television?	1❑	2❑	3❑	8❑	9❑
e. correspondence?	1❑	2❑	3❑	8❑	9❑
f. CD-ROM?	1❑	2❑	3❑	8❑	9❑

13. Should state funding for the UofA be increased, decreased or should it remain at current levels?

1❑ Increase 2❑Remain at current levels 3❑ Decrease
8❑ Don't Know 9❑ Refused

14. Please rate the priority for funding as high, low or medium for the following state funded programs

ROTATE	Low	Medium	High	D/K	R
a. Education?	1❑	2❑	3❑	8❑	9❑
b. Crime prevention, protection and prisons?'	1❑	2❑	3❑	8❑	9❑
c. Construction of new roads and highways?	1❑	2❑	3❑	8❑	9❑
d. Support to local governments?	1❑	2❑	3❑	8❑	9❑
e Health and social services?	1❑	2❑	3❑	8❑	9❑

15. If additional funding is cut, would you agree, strongly agree, disagree or strongly disagree using the following methods to fund Alaska's colleges?

	SD	D	N	A	SA	D/K	R
a. raising tuition and admission fees?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
b. approving a state income tax?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
c. approving a state sales taxes ?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
d. reducing other state programs?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
e. soliciting for private contributions?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
f. consolidating campus administrations?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
g. using surplus earnings of the permanent fund?	1❑	2❑	3❑	4❑	5❑	8❑	9❑
h. implementing a special tax for higher education?	1❑	2❑	3❑	4❑	5❑	8❑	9❑

16. Next, I'd like to read a list of issues facing the university. Please indicate if they should receive High, Medium, or Low funding priority by the University. . . . . (ROTATE)

	Low	Med	High	D/K	R
a. Increasing the number and variety of academic programs?	1❑	2❑	3❑	8❑	9❑
b. Providing campus housing for students?	1❑	2❑	3❑	8❑	9❑
c. Supporting research that strengthens Alaska's economy ?	1❑	2❑	3❑	8❑	9❑
d. Providing effective vocational and job training?	1❑	2❑	3❑	8❑	9❑
e. Helping communities address public issues & social problems?	1❑	2❑	3❑	8❑	9❑
f. Providing educational opportunities similar to state universities in the lower 48?	1❑	2❑	3❑	8❑	9❑

17. What is the highest level of education you had the opportunity to complete (including technical training, vocational education and professional certificates)?

01❑ Some high school
02❑ High school Diploma/GED
00❑ Less than H.S.
04❑ Vocational Certificate
05❑ AA (Associate Degree)
06❑ 2 to 4 years college
03❑ Some college/Tech Training
09❑ Professional Cert.(PE/EE/CE)
10❑ Doctorate Degree /Ph.D.
07❑ Bachelor's Degree
08❑ Master's Degree
98❑ Not sure
99❑ Refused

18. What is the zip code for your area?_____

19. What race do you consider yourself?

1❑ White/Caucasian
4❑ Alaska Native/American Indian
2❑ Black/Afro American
5❑ Asian/Pacific Rim/Hawaiian
3❑ Hispanic
8❑ Not sure
6❑ Other:_____
9❑ Refused

20. Do you have any comments you would like to share with the University of Alaska?

_____

_____

_____

21. For my last question please stop me at the category which best describes your annual income prior to taxes for 1996? Is that . . . . (read all categories)

1❑ Under 25,000 3❑ 50,000 to 75,000 5❑ 100,000 or over 8❑ Not sure

2❑ 25,000 to 50,000 4❑ 75,000 to 100,000 9❑ Refused

22. Community Location

Southcentral

01❑ **Anchorage**
06❑ Kenai
10❑ Palmer
13❑ Valdez
03❑ Cordova
14❑ Wasilla
15❑ Meadow Lakes
16❑ Butte
17❑ Big Lake
18❑ Sterling
19❑ Homer
20❑ Nikiski
21❑ Seward
22❑ Ridgeway
23❑ Fritz Creek

Interior Northern

04❑ **Fairbanks**/Eielson AFB
09❑ Kotzebue
24❑ College
25❑ North Pole
26❑ Tok
27❑ Delta Junction
28❑ Barrow
29❑ Healy
30❑ Anderson
31❑ Nome
32❑ Fort Yukon
33❑ Galena
34❑ McGrath

Southwest

02❑ Bethel
08❑ **Kodiak**
35❑ Dillingham
36❑ Togiak
37❑ Unalaska
38❑ St. Paul
39❑ Sand Point
40❑ King Cove
41❑ Naknek
42❑ Hooper Bay
43❑ Mountain Village
44❑ Emmonak
45❑ Nondalton
46❑ Newhalen

Southeast

05❑ **Juneau**
07❑ Ketchikan
11❑ Sitka
47❑ Haines
48❑ Craig
49❑ Metlakatla
50❑ Petersburg
51❑ Wrangell
52❑ Hoonah
53❑ Skagway
54❑ Yakutat